



# ARKANSAS DEPARTMENT OF EDUCATION



## Open-Enrollment Public Charter School New Application

Deadline for Submission: August 31

RECEIVED  
AUG 31 2012

CHARTER SCHOOL OFFICE



Charter School: Exalt Academy of Pine Bluff

Date Submitted: August 31, 2012

Date Approved: \_\_\_\_\_

**Arkansas Department of Education**

Charter School Office

Four Capitol Mall, Room 302-B

Little Rock, AR 72201

501.683.5313

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**STATE BOARD OF EDUCATION  
ARKANSAS DEPARTMENT OF EDUCATION  
APPLICATION FOR AN OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

**A. GENERAL INFORMATION** (Please type)

Name of Proposed Charter School: Exalt Academy of Pine Bluff

Grade Level(s) for the School: K – 3 Student Enrollment cap: 540

Name of Sponsoring Entity: Exalt Education, Inc.

The applicant is an “eligible entity” under the following category (check one):

- ☐ a public institution of higher education;
- ☐ a private nonsectarian institution of higher education;
- ☐ a governmental entity; or
- ☒ an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c) (3) of the Internal Revenue Code (provide evidence). (A copy of the entity’s letter from the IRS reflecting tax exempt status or a copy of the entity’s application for 501(c)(3) status must be attached to the application. Articles of incorporation or a letter acknowledging nonprofit status from the Secretary of State will not suffice). To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Name of Contact Person: Freddie Scott

Address (no P.O. Box please): 1818 N. Taylor St. #353 City: Little Rock ZIP: 72207

Daytime Phone Number: (501) 683-0085 FAX: (501) 683-2948

E-mail: fscott87@gmail.com; benjlindquist@aol.com; sewynn89@hotmail.com

Charter Site Address: 2901 Pines Mall Dr. #527 City: Pine Bluff

ZIP: 71601 Date of Proposed Opening: August 14, 2013

Chief Operating Officer  
of Proposed Charter (if known): Benjamin J. Lindquist Title: Chief Operating Officer

Address: 1818 N. Taylor St. #353 City: Little Rock

ZIP Code: 72207 Daytime Telephone Number: 501-683-0085

The proposed charter will be located in the Pine Bluff School District.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. § 6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: Charles Stewart Position: Exalt Education Director State of Residence: AR

Name: Bonnie Johnson Position: Exalt Education Director State of Residence: AR

Name: Dennis Schwitters Position: Exalt Education Director State of Residence: CO

Name: Helen Stout Position: Exalt Education Director State of Residence: AR

List the current K-12 student enrollment of the district where the proposed public charter school will be located.

4573 (Total District Enrollment)

List the school districts from which students are expected to come (use additional sheets as necessary).

Pine Bluff School District

Dollarway School District

## **B. GENERAL DESCRIPTION**

In succinct terms describe the proposed school including grade levels offered, student populations served, educational focus, and any other essential characteristics.

Exalt Academy of Pine Bluff prepares students from underserved communities for competitive colleges and advanced careers. EAPB develops virtuous leaders, scholars and citizens through rigorous liberal arts learning. EAPB specializes in equipping students from low-income homes with the broad foundation of knowledge, skills and attributes essential to succeed in the 21<sup>st</sup> Century. EAPB will open its door to 240 students in grades K-3 and expand through 8<sup>th</sup> grade over its first several years of operation. EAPB will open and run an exemplary, result-driven school where all students take ownership for achieving their greatest academic potential; prepare to thrive in high school, college and career; and demonstrate strength of character, leadership and imagination. Our team is committed to the belief that achievement gaps can be closed and the potential of all children realized through engaging liberal arts learning within a culture of high expectations. Students demonstrate mastery of content knowledge and skills while developing critical thinking, communication, creative and leadership capabilities. EAPB enables its scholars to realize their greatest potential access opportunities for college and career, and become tomorrow's leaders. Students meet these objectives in a variety of measurable ways, including reaching proficiency on state tests, closing the achievement gap with their more affluent peers, preparing and presenting portfolios and exhibits, and gaining acceptance into college-preparatory high schools, competitive colleges and advanced careers.

## **D. Required Information**

### **Section I. Results of Public Hearing**

A public hearing was held to assess support for this charter school on Tuesday, August 28, 2012 in the Lecture Hall of the University of Arkansas at Pine Bluff Health Physical Education and Recreation Complex from 6:00 PM to 7:45 PM. There were 16 adults, 3 college students and 1 child that attended the meeting. Light refreshments were provided for the attendees. An informal “meet” and “greet” gathering was followed by an opening statement by Ben Lindquist, CEO of Exalt Education, Inc. (Exalt) who introduced Mr. Freddie Scott, Director Regional Development of Exalt and 1970 graduate of Pine Bluff’s Southeast High School. The follow-on agenda items included a PowerPoint presentation with history, needs assessment, Exalt Overview, Exalt Academy of Pine Bluff brief, Little Rock Preparatory Academy (LRPA) synopsis with key contributions from Dr. Angela Webster-Smith, Professor and member LRPA Board of Trustees, and Mr. Darryl Hinton, Dean of Students of LRPA. The meeting was interactive with Q&A segments. Key questions were related to a better understanding of why educational entities were intimidated by the presence of charters, if there was an Exalt plan to address grades for high school, what were the key areas Exalt recognized as challenges, and what ways could the attendees and others show support to Exalt for opening a school in Pine Bluff. All questions were answered succinctly and to the understanding of all present.

After a summary and period of time to address all questions, a show of support was asked for and provided by raised hands with 9 raised hands and 4 verbal supporters who had to leave early because of prior commitments. Those present were also given an opportunity to showcase their support via, signature support forms, letters of support, emails of support, etc. A cross section of talent served as the composition of the attendees including educators, an APSRC employee, parents, business executives, politicians, higher education (UAPB) employees, insurance company employees, a day-care provider, medical staff, City of Pine Bluff Fire Department personnel, City Councilmen, spouse of Pine Bluff School Board member, UAPB students, middle school student, etc.

Copies of the presentation documents (including the PowerPoint presentation and handouts) are included as part of Attachment 1A. We have Support petitions signed by 11 adult citizens of the area expressing their support for the establishment of the Exalt Academy of Pine Bluff. We have sign-in sheets from the public hearing indicating that 16 adults and 4 children attended the hearing. We have letters from 17 members of the community expressing their support for the establishment of the charter school

We have email messages of support from 1 expressing their support for the establishment of the Exalt Academy of Pine Bluff. Overall, each of the adult and college student attendees expressed overwhelming satisfaction with the open meeting details provided by Exalt. They each indicated by continued dialogue after meeting adjournment at 7:30 PM that they understood the need to collaborate on solid innovative solutions to address the plight of the kids in Pine Bluff and the needs of the community. They each were supportive of the Exalt model and approach to address the achievement gap and willingness to partner with key stakeholders. Most were willing to take become strong advocates of Exalt and enhance community and family involvement by taking Exalt collateral with them to distribute to the community and solicit additional volunteer support.

## **Section II. Requirements of Arkansas Code §6-23-302**

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in the Pine Bluff Commercial, a newspaper having general circulation in the school district in which the school will be located. The notice was published on the following dates: August 1, 2012, August 08, 2012, August 10, 2012, August 14, 2012, and August 21, 2012.(Attachment 2A)
- B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
- C. The last publication date of the notice of August 21, 2012 was not less than seven (7) days prior to the public meeting.
- D. Within seven (7) calendar days following the first publication of the notice of the public hearing, letters announcing the public hearing were sent to the superintendent of each of the school districts of Pine Bluff, Dollarway, Watson Chapel and White Hall.(Attachment 2B)

## **Section III. Governance**

The Exalt Academy of Pine Bluff's governance will be modeled directly after the membership, policies and practices that are in place at Little Rock Preparatory Academy (LRPA). LRPA is a four-year-old Arkansas charter school that is managed through a service agreement with Exalt Education, an Arkansas non-profit corporation that will also manage the Exalt Academy of Pine Bluff. LRPA has a strong, independent board that governs the Academy in accordance with all applicable state and federal laws and holds the charter contract with the Arkansas State Board of Education. LRPA is in good standing with the Arkansas State Board of Education and the Arkansas Department of Education.

The board of trustees of Little Rock Preparatory Academy is an autonomous, self-perpetuating board that does not have any family-related, compensated, or legally conflicting relationship with Exalt Education or any of its members. The board is professionally distinguished and well-rounded, including: a prominent banking and non-profit executive who is very well known throughout Central Arkansas; a professor of school leadership and former school principal; an attorney in private practice; two retired non-profit executives with deep expertise in human resource management and fundraising; and a respected scientist and researcher with the State of Arkansas. Several members of the board are or have resided in Central Little Rock and are very well-connected with the community that LRPA serves.

The board of LRPA is actively involved in supporting and encouraging the startup of the Pine Bluff school. It is engaging in the recruitment of potential board members and will provide support with onboarding, training and the sharing of effective policies and practices.

Over the past 5 years, LRPA's board has acquired deep expertise on how best to start, grow and govern public charter schools for underserved populations, and as such, it will be a valuable resource to the board of the Exalt Academy of Pine Bluff.

**Role of administrators, faculty, parents, students and community members in leadership & decision-making of school.**

The administration of the Exalt Academy of Pine Bluff will not serve on the board of directors, but will manage the school in accordance with state and federal laws and in alignment with the board's policies. The administration will partner closely with teachers to serve as the academic leadership team of the school. The teaching faculty will be the primary agent in serving students and families. The Academy's staffing plan is described in Section XI. Leadership Job Descriptions.

Distinguished professionals from the community will be engaged on the board of directors of the Exalt Academy of Pine Bluff. Public notice will be posted and announcements will be disseminated in advance of each monthly meeting of the board of directors. Through this notice, members of the parent body and the community at large will have the opportunity to speak during a Public Comment Period, which will be part of the standard agenda. Family Involvement in the Academy is described in Section XIX: Family Involvement.

**Initial Selection**

To activate the board of the Exalt Academy of Pine Bluff, the national board of directors of Exalt Education will approve the selection of the first 3-5 members of the board of directors. The national board of Exalt includes the following members:

- **Chairman:** Dennis Schwitters joined the board of Exalt Education in 2011 after having served as the Chairman of the Audit Committee of Farm Credit Services of America Bank for 7 years. Over his 45-year career, Schwitters has served in several CEO and executive-level positions with agricultural trade associations, farm equipment manufacturers and retail networks.
- **Treasurer:** Helen Stout is Chief Operating and Financial Officer of the Arkansas Community Foundation. She is a member of Arkansas Society of CPAs and has more than 20 years' experience as a CFO of governmental and nonprofit organizations. She has served as CFO of ARCF for over 8 years.
- **Vice Chairman:** Charles Stewart is a Board Member of Heifer International and Chairman of the Board of Trustees of Little Rock Preparatory Academy. He is a Co-Founder of the Arkansas Black Hall of Fame and a former Executive Vice President of Regions Financial Corporation.
- **Secretary:** Bonnie Johnson is a Partner at Williams & Anderson, a prominent Little Rock law firm where she specializes in non-profit corporations, employment law and practice. Before joining the Arkansas Bar, Ms. Johnson worked for Arkansas nonprofit organizations for twenty-five years. Most recently, she served as executive director of Nonprofit Resources,



Inc., an organization dedicated to developing the capacity and infrastructure of Arkansas's nonprofit sector.

The national board will ensure that the board of the Exalt Academy of Pine Bluff is properly convened, trained and equipped to be effective in governing the school under its charter with the Arkansas State Board of Education.

### **Ongoing Selection & Composition**

Once the school board has met for the first time, it will elect officers and add members in an autonomous, self-perpetuating manner. The board of directors of the Exalt Academy of Pine Bluff will be composed of at least 5 members and no more than 9 members. The executive committee of the board will include a chair, vice chair, treasurer and secretary. The executive committee will recruit and nominate all board members based upon a board-approved composition matrix. A sample matrix has been included below:

<b>BOARD OF DIRECTORS COMPOSITION MATRIX</b>				
<b>CHARACTERISTICS</b>	<b>Prominence &amp; Executive Experience</b>	<b>Importance to School's Development</b>	<b>Priority for Recruitment (H,M,L)*</b>	<b>Potential Board Recruits Fits</b>
<b>DEMOGRAPHICS</b>				
<i>Age</i>				
25-44				
45-59				
60-70				
Over 70				
<i>Gender</i>				
Male				
Female				
<i>Place of Residence</i>				
Pine Bluff				
Pine Bluff Metro Area				
Central Arkansas				
Other				
<i>Ethnicity</i>				
African American				
Asian/Pacific Islander				
Caucasian				
Hispanic/Latino				
Native American				
Other				
<b>Profession or Committee Fit</b>				
Philanthropic Involvement				
Accounting				

Legal				
Fundraising Experience				
Education / Charter Schools				
Recruitment/ Community Organization				
Marketing				
Real Estate				
Grant Writing				
Event Planning				
Banking				
Public Relations				
Entrepreneurialism				
Other				
<i>*H, M, L: Indicates priority as High, Medium or Low</i>				

The following is a policy that the board of Little Rock Preparatory Academy (LRPA) uses to guide its selection and orientation of new board members.

### **Candidate/Trustee Selection & Orientation**

#### **The Candidate-**

- After assessing what skills the board needs, suggestions of potential candidates from current board members are given to the Governance Committee.
- Once the Governance Committee decides on a candidate, they are approached to see if they would consider serving on the board.
- The candidate is invited to tour LRPA with at least one board member (preferably the board chair) and the Executive Director. They are given the job description and other information asked for.
- If both sides feel the candidate is a good fit, their name is submitted for a vote at the next board meeting.

#### **The New Trustee-**

- A phone call is made to the newly elected Trustee by a board member telling them they have been elected. A follow-up letter of congratulations is sent to them from the board chair and Executive Director.
- The new Trustee is given a Board Manual. This is where details are covered and questions answered. A pledge card for the Annual Fund is also given to the new Trustee. If there is more than one new Trustee, this is done in a group setting.
- By the end of the group orientation or their first board meeting, the new Trustee(s) should:
  1. be assigned to a board committee
  2. have pledge card signed and returned
  3. have Trustee Agreement & Conflict of Interest forms signed & returned

### **Board Succession**

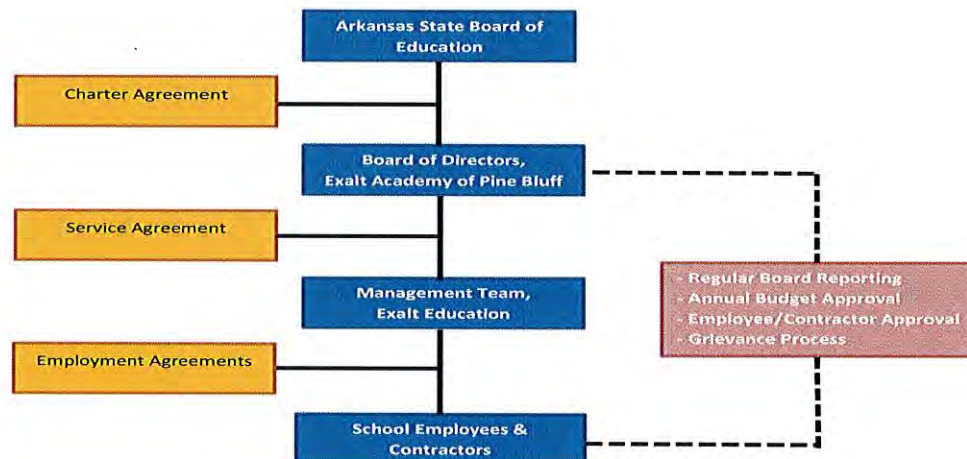
The school board members will serve in staggered 3-year terms. The officers of the board will be nominated and elected by the board acting together as a collective. The vice chair will be groomed to assume the chairmanship from the acting chair every 3 years. The board holds annual retreats and planning sessions so that it can manage its succession in a deliberate, premeditated manner that ensures its vitality and effectiveness.

### **Board Responsibilities**

The school board will act as the public fiduciary agent with the Arkansas State Board of Education. It will be responsible for making sure that the Exalt Academy of Pine Bluff meets all state and federal regulatory requirements that apply to public charter schools in the State of Arkansas. The board will oversee the finances, management and operations of the Academy through a service agreement with Exalt Education, which will employ the management team of the school.

Below, the organizational chart illustrates the proposed relationships between the Arkansas State Board of Education, the Board of Directors of the Academy, the Management Team of the Academy, and the Employees and Contractors of the Academy. Documented agreements will formalize the relationships between each party so that there is accountability for measurable performance and appropriate attention to avoiding conflicts-of-interest.

**Exalt Academy of Pine Bluff  
Proposed Organizational Chart**



### **Final Decision-making Authority**

As the fiduciary agent to the State Board of Education, the Academy's board of directors will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director. The board will oversee these and other areas through the service agreement with Exalt Education.

The board will hold regular monthly meetings that will comply with Open Meetings Law and all other applicable laws. During these meetings, members of the management team will provide the board with reports on all major aspects of the school, including but not limited to:

<b>Board Reporting Priorities</b>		
<b>Finance/Operations</b>	<b>Teaching-and-Learning</b>	<b>Client Service</b>
Budget formation &	Teacher qualifications	Parent demand & engagement
Cash flow management	Teacher effectiveness	Parent satisfaction
Human resources	Program delivery	Student behavior & retention
Regulatory compliance	Lesson preparation	Student attendance & tardiness
Ancillary services	Formative assessment	Student grading & report cards
Vendor contracts	State benchmark testing	Student portfolios & recognition
Facilities setup & operation	National testing	College preparation &

The board will be responsible for ensuring that it remains a strong public fiduciary agent of the Academy, including such governance functions as: board recruitment and succession; board member orientation, training and development; policy formation and oversight; organizational strategic planning; and community and parent engagement.

### **Governance Process**

The Exalt Academy of Pine Bluff will establish a governance structure that is similar to the model in place at the Little Rock Preparatory Academy. The following is a summary of the most distinctive features of this governance structure:

1. Adherence to State and Federal Law: The management of the School must be proactive and judicious in engaging the board on all regulatory matters. The board is briefed on routine and periodic regulatory processes throughout the year, including accreditation, APSCN cycle reporting, state-mandated personnel training, teacher licensure, fiscal year-end closeout, ACSIP preparation and approval, and special education monitoring. The board's executive committee directly represents the Academy at state board hearings, legislative audit committee meetings, and other public reporting events.
2. Adherence to Carver Policy Governance Model: All boards that are members of the Exalt Education network adopt John Carver's Policy Governance model. In order to adopt this model, they are provided with copies of the book, *"Boards That Make a Difference: A New Design for Leadership in Nonprofit and Public Organizations,"* when they join the board of directors. John Carver is an internationally known governance expert and consultant who has worked with the boards of hundreds of non-profit organizations and for-profit corporations in the U.S. and Canada for over 25 years. His book provides a step-by-step, explicit guide on how to implement the Policy Governance model properly so that there is a very clearly defined, productive relationship between boards and the executive leaders who they retain.
3. Autonomy from Management: All boards that are members of the Exalt Education network adopt a broad conflict-of-interest policy to guide their activities and that of the management teams that they oversee. A sample of Little Rock Preparatory Academy's conflict-of-interest policy is included in Section XVI: Conflict of Interest. A practicing attorney will serve on the Exalt Academy of Pine Bluff's board of directors, and will take responsibility for ensuring that proper precautions are taken to guard against the problems

associated with conflicts-of-interest. There will be no family, contractual, compensated or other conflicting relationships between the board of the Academy and the executive leader that it oversees.

4. Strong Leadership: One of the closely held beliefs of the Academy's founding leadership is that operating exemplary public schools in underserved communities requires the involvement of a cadre of talented, diverse leaders. The fate of a public school should not hinge on just one or two leaders with wide-ranging authority, but rather, should be supported by the many contributions of a well-rounded leadership team working in close concert and with mutual accountability. As a result, the Exalt Academy's management team will not seek to limit the school board's talent and expertise, but will try to expand the pool so that the board is providing the school's administration with the best possible guidance, wisdom and problem-solving capacity.
5. Distinguished Expertise & Balanced Composition: Public charter schools function as small school districts, entrepreneurial businesses, and educational service centers – all combined into one operating entity. Consequently, they must have a board of directors that must enable the administrative team to navigate dozens of priorities – any one of which could be detrimental to the institution if not handled appropriately and with the benefit of the right domain knowledge. To meet this challenge, the board of directors of the Exalt Academy of Pine Bluff will be carefully composed so that it draws on distinguished professionals with expertise in a range of different professions.
6. Transparency: Public charter schools receive taxpayer dollars and operate in the public domain. They are subject to dozens of different state and federal laws that are designed to encourage and promote transparency, from the Open Meetings Act and the Freedom of Information Act to the Individuals with Disabilities Education Act, the Americans with Disabilities Act, and the U.S. Elementary & Secondary Education Act. To be successful in this climate, the Exalt Academy of Pine Bluff must take steps to embrace transparency, which translates into an organization-wide ethic of proactive, timely, explicit, open communication.
7. Disciplined Application of Mission: Angela Webster-Smith, the secretary of Little Rock Preparatory Academy's board of trustees, once pointed out that LRPA's board is effective because it isn't about asserting power; it is about fulfilling the organization's mission. Likewise, the Exalt Academy of Pine Bluff will avoid allowing competing agendas to set people at odds with one another when it could diminish the discipline of advancing the school's mission. By setting clear communication norms, adhering to the Carver Policy Governance model, and using its mission and vision as a touchstone, the board and administration will work together to enable the Academy to achieve its goals.
8. The Space between Good News and Emergency: Charles Stewart, the chair of the board of trustees of LRPA, frequently points out that a board should never be surprised by an announcement if it has been properly informed in advance. Too often, leaders get into the habit of reporting good news and disclosing emergencies – they do not seek the board's counsel when there is still time to shape the outcome. In Exalt-managed schools, leaders

are expected to engage the board as a “circle of critical friends” – advisors who must be engaged in decision-making early and often so that they aren’t the last ones to find out about an institutional failure or a good fortune.

These features – which will serve as guiding tenets and important lessons learned – will become part of the fabric of how the board of the Exalt Academy of Pine Bluff engages with the members of the school’s management team.

#### **School Leadership Accountability to Parents**

The School’s leadership team, including the board of directors and management, will be accountable to parents through manage channels. These channels are fully delineated in Section XIX: Family Involvement.

#### **Section IV. Mission of Exalt Academy of Pine Bluff**

The Exalt Academy of Pine Bluff (EAPB) prepares students from educationally underserved areas of Pine Bluff for competitive colleges and advanced careers from an early age by ensuring mastery of the core subjects and developing the key behaviors required for success, citizenship and leadership in their communities and beyond.

Mastery will be measured by student performance on formative assessments, which the Academy will administer every 6-10 lessons in mathematics, language and reading, and student gains on the Arkansas Benchmark Assessments from spring to spring test administrations. College preparation will be measured by achievement gains between fall and spring administrations of the NWEA Measures of Academic Progress (MAP) and 8<sup>th</sup> grade scores on the ACT EXPLORE exam between fall and spring administrations.

#### **Vision & Graduate Attributes**

By serving students from kindergarten through eighth grade, EAPB will prepare them to enroll in high school Advanced Placement courses with a focus on successful college entry and completion. Student achievement will be guaranteed through differentiated instruction and formative assessment that ensures mastery of core subjects by all students.

As it expands, EAPB will play a central role in transforming Pine Bluff into an incubator zone for tomorrow’s civic leaders, public officials, scientists, engineers, technologists, businesspeople, entrepreneurs and artists by graduating high-achieving, well-balanced graduates who possess the following attributes:

- Persevering: Able to power through obstacles to find success. Determined.
- Vital: Seize every opportunity to live life to its fullest. Live with urgency.
- Intellectually Curious: Continually seeking knowledge and the answers to life’s questions.
- Honorable: Honest with oneself and with others. Respectful. Truthful.
- Resourceful: Either have or can find the skills and expertise to solve whatever problems arise.
- Self-Disciplined: In control of self. Direct energy and time productively.
- Healthy: Well-balanced physically, emotionally, psychologically and spiritually.

- **Eloquent**: Communicate effectively with awareness of one's personal voice.
- **Conscientious**: Kind to all living things. A responsible citizen and community member. Conscious of the interconnectedness of people worldwide.
- **Accomplished**: Create quality works that demonstrate skills, intelligence, ingenuity & work ethic.

EAPB's faculty and staff will do everything in our power to develop and deliver programs that foster these attributes in all students. Successful development of the Graduate Attributes will be measured through: (a) student engagement and behavior patterns; (b) student development of portfolios; (c) student-led parent-teacher conferences twice per year; (d) student learning exhibitions; (e) successful completion of the 8<sup>th</sup> grade Capstone course; (f) parent anecdotal input and standardized survey feedback; and (g) student performance on personality inventories and other assessments.

### **Section V. Educational Needs Analysis**

In order to determine where to apply to open an exemplary new open-enrollment public charter school, the leadership team of Exalt Education, the sponsoring agent, gathered information on cities in Arkansas where there is a high concentration of persistently low-performing schools. Specifically, we reviewed the following information from the Arkansas Department of Education:

1. ***Priority Schools***: These are schools that have the highest internal achievement gap between various groups of students. Typically, this gap exists between low-income, minority students and their middle- to upper-income peers, who are typically of Caucasian ethnicity. Priority Schools make the list because they are among the bottom 5% of all public schools as measured by the severity of the achievement gap.
2. ***Tier III Schools Failing to Meet Adequate Yearly Progress (AYP)***: The State Department assists public schools that have consistently failed to make Adequate Yearly Progress (AYP) under the Federal *No Child Left Behind* Act. Over the past eight years, the Department has secured improvement grants from the U.S. Department of Education to help these lowest performing schools improve. Unfortunately, most of these schools have demonstrated limited success even with additional funding.

When we conducted this analysis, it became apparent that there were 4 communities that serve a large student population and have a high concentration of failing public schools. These communities are as follows:

- **Central Little Rock Region**, where the Little Rock Preparatory Academy (LRPA) is currently operating and experiencing success;
- **Southwest Little Rock Region**, where we are interested in expanding with LRPA as our anchor school;
- **Pine Bluff School District**, where there is a high concentration of struggling public schools and other related needs;

- **Dollarway School District**, where there is a high concentration of struggling public schools and other problems associated with fiscal distress.

As a result, we submitted letters of intent to apply for charters in the Pine Bluff School District and the Dollarway School District.

After investigating the Pine Bluff Metropolitan Statistical Area (MSA), we learned that, because of their close geographic proximity to each other, one open-enrollment public charter school could likely serve students from the Pine Bluff and Dollarway School Districts. We do not think that the Exalt Academy of Pine Bluff will draw away many students from the White Hall District or the Watson Chapel School District, which are also located in Jefferson County, because they are further removed from the city of Pine Bluff – separated by major freeways or situated within their distinct geographic areas. In addition, White Hall and Watson Chapel are serving a residential population that is quite different from the population of Pine Bluff and Dollarway. The Exalt Academy of Pine Bluff will concentrate its marketing and outreach efforts on recruiting students from within the boundaries of the Pine Bluff and Dollarway School Districts.

The following is a combined analysis of school performance among public elementary and middle schools in the Pine Bluff School District and the Dollarway School District. We believe that this analysis effectively shows the concentrated need and similarity in population between the two contiguous districts.

### ***Persistently Low-Performing Elementary & Middle Public Schools***

The following is a list of elementary and middle schools in the Pine Bluff School District and the Dollarway School District that includes school name, number of students enrolled, grade levels served, and state- or federal-designated AYP Tier III or Priority List performance status.

<b>Attributes of Schools in Pine Bluff &amp; Dollarway School Districts in 2011-2012 Year</b>			
<b>Elementary Schools</b>	<b>Students</b>	<b>Grade Levels</b>	<b>Performance</b>
Alzheimer Martin Elementary	85	K - 5	Priority
Broadmoor Elementary	393	K - 5	
Greenville Elementary	325	K - 5	Priority
Matthews Elementary	201	K - 5	Tier III
Oak Park Elementary	413	K - 5	Tier III / Priority
Southwood Elementary	353	K - 5	Tier III
Townsend Park Elementary	354	K - 5	Tier III
W.T. Cheney Elementary	366	K - 5	
Thirty-Fourth Ave. Elementary	398	K - 5	Tier III
<b>Middle Schools</b>			
Belair Middle	338	6-8	Tier III / Priority
Jack Robey Junior High	685	8-9	Priority
Robert F. Morehead Middle	336	6-8	Priority
Southeast Middle	372	6-8	Tier III
<b>9 Elementary &amp; 4 Middle Schools</b>	<b>4,619</b>	<b>K-9</b>	<b>85% Tier III or Priority</b>

**Key Findings:** As the chart illustrates:

- 6 of 13 elementary and middle schools in Pine Bluff and Dollarway, or 46%, are Priority Schools as designated by the Arkansas Department of Education.



- 7 of 13 elementary and middle schools, or 54%, have been designated as Tier III AYP Schools. These schools have failed to meet Adequate Yearly Progress for a number of years.

In total, 85% of the schools have been designated as either Priority or Tier III schools. These schools serve a combined enrollment of 4,619 students in grades K-9.

### ***Poverty Concentration & Ethnicity***

Below, the chart provides information on the enrollment, eligibility for Federal Free & Reduced Lunch, and ethnicity of the students attending these schools.

<b>Attributes of Students in Pine Bluff School District &amp; Dollarway School District in 2011-2012 Year</b>						
<b>Elementary Schools</b>	<b>Enrollment</b>	<b>FRL*</b>	<b>African American*</b>	<b>Caucasian*</b>	<b>Hispanic*</b>	<b>Other*</b>
Altheimer Martin Elementary	85	98%	99%	0%	0%	1%
Broadmoor Elementary	393	89%	95%	3%	1%	1%
Greenville Elementary	325	98%	98%	1%	0%	0%
Oak Park Elementary	413	94%	96%	2%	0%	0%
Matthews Elementary	201	98%	88%	7%	2%	1%
Southwood Elementary	353	86%	94%	1%	1%	2%
W.T. Cheney Elementary	366	77%	89%	7%	1%	1%
Thirty-Fourth Ave. Elementary	398	91%	98%	0%	1%	0%
Townsend Park Elementary	354	95%	90%	7%	1%	1%
<b>Middle Schools</b>						
Belair Middle	338	87%	93%	2%	1%	2%
Jack Robey Junior High	685	79%	96%	1%	0%	2%
Robert F. Morehead Middle	336	93%	90%	7%	0%	2%
Southeast Middle	372	88%	97%	1%	0%	1%
<b>8 Elementary &amp; 4 Middle Schools</b>	<b>4,619</b>	<b>89%</b>	<b>94%</b>	<b>3%</b>	<b>1%</b>	<b>1%</b>
<b>* Please Note:</b> Total average figures represent a weighted average that takes into account school enrollment.						

Key Findings: As the chart illustrates:

- On average, 89% of the students enrolled in elementary and middle schools in Pine Bluff and Dollarway qualify for the Federal Free & Reduced Lunch Program.
- On average, 94% of the students enrolled in elementary and middle schools in Pine Bluff and Dollarway are of African American ethnicity.

These statistics mean that fewer than 11% of students in the Pine Bluff and Dollarway Districts are required to pay for their lunch and less than 6% of students are of an ethnicity other than African American. These figures point to one of the highest concentrations of low-income minority populations in the state of Arkansas.

### ***Percent of Students in Tested Subjects & Grades Failing to Achieve Proficient***

Below, the chart shows the percent of students in these schools who scored either Below Basic or Basic in spring 2011 testing.

Analysis of Students Failing to Achieve Proficient in Pine Bluff School District & Dollarway School District										
		Math			Literacy			Science		
Schools For Which Spring 2011 ACTAAP Data Was Available	Students	% Below Basic	% Basic	Combined	% Below Basic	% Basic	Combined	% Below Basic	% Basic	Combined
Elementary Schools										
Alzheimer Martin	43	14	30	44	7	44	51	18	36	54
Broadmoor	202	16	32	49	13	28	41	39	47	86
Greenville	175	13	35	48	13	39	52	42	47	89
Oak Park	184	28	32	60	21	34	55	55	35	90
Southwood	188	17	19	35	7	30	36	31	48	79
Thirty-Fourth Ave.	224	10	30	40	6	29	35	39	51	90
Townsend Park	272	14	20	34	18	32	50	39	45	84
W.T. Cheney	182	9	17	26	7	24	31	17	54	71
Middle Schools										
Belair	328	23	21	44	9	52	61	49	36	85
Jack Robey	349	54	19	73	21	36	57	N/A	N/A	N/A
Robert F. Morehead	357	29	21	50	11	44	55	54	37	91
Southeast	344	23	21	44	7	40	47	49	42	91
Tested Students in Grades 3-9	2,848	24	23	47	12	37	49	43	43	86
Please Note: Total average figures represent a weighted average that takes into account the number of tested students.										

**Key Findings:** As this chart illustrates:

- 47% of students, or 1,339 students in grades 3-9, failed to achieve Proficient in Math.
- 49% of students, or 1,396 students in grades 3-9, failed to achieve Proficient in Literacy.
- 86% of students, or 2,449 students in grades 3-8, failed to achieve Proficient in Science.

These failure rates are among the highest of any community in the state of Arkansas. It is clear that a new approach is needed to improve public education in the Pine Bluff Region. Exalt's leadership team is seeking to open a new public charter school that serves these students.

### **Why the Exalt Academy of Pine Bluff Represents A Viable Solution**

Exalt Education is an Arkansas non-profit organization that has developed an academic design that is specifically formulated to address the unique needs of low-income students. According to research on early childhood, these students typically enter kindergarten already at a significant academic, developmental and social deficit relative to their more affluent peers. In most public schools, these students only fall farther behind as they are promoted from kindergarten through twelfth grade. An intensive, specialized approach is necessary to enable these students to close the achievement gap with their more affluent peers and prepare for competitive colleges and advanced careers by the time they graduate from 8<sup>th</sup> grade. Exalt's Academic Design & daily schedule are described in the next section of this application.

### **Section VI. Educational Program: The Exalt Academy Design**

The Exalt Academy of Pine Bluff (EAPB) will implement the Exalt Academies' Academic Design, a research-based, best practice academic design that will be provided by the Academy's sponsoring agent, Exalt Education.

Exalt prepares students for competitive colleges, advanced careers and a life of citizenship and leadership in their communities. Schools within the Exalt network fulfill this mission by managing innovative, highly effective schools that implement an academic design with eight core elements. Exalt's leadership has chosen these eight elements, not because they are new to education, but because they are proven, research-validated best educational practices that are highly effective when properly implemented and supported.

## **Eight Element Design**

The eight elements in the Exalt Academic Design are described below:

### **1. Serve students from early childhood through secondary education**

Many schools do not use one coherent curriculum across all major subjects and grade levels. As a result, there are gaps in the instruction that students receive when they move from one classroom to another, one grade level to another, and/or from elementary to middle school. By implementing a single, coherent academic design, EAPB will ensure that students do not have any gaps in their education.

### **2. More focused learning time using an interdisciplinary schedule**

EAPB will offer a 200-day school year, which is at least 2 weeks longer than most surrounding public schools. EAPB will offer a school day that is between 20 percent and 30 percent longer than most surrounding schools. Students arrive at 7:00 a.m. and are picked up at 4:30 or 5:00 p.m. The longer day allows for deeper, higher-quality student learning.

EAPB has an interdisciplinary schedule that provides students with the opportunity to learn across subjects in a broader, more holistic way. For example, it would be common for students to integrate math, art, geography and literacy into a project for their Global Studies interdisciplinary block. This kind of project increases students' capacity to think critically, solve problems, and synthesize information into knowledge.

### **3. Multi-modal learning environment**

All people learn in different ways and at different rates, particularly when they are developing cognitively, behaviorally and socially as young children. By using different modes of instruction, teachers are able to differentiate the delivery of desired concepts, skills and knowledge so that students are most likely to receive, process, synthesize and master them. For example, students process and retain information in different ways when they listen to a teacher-delivered lecture, read a book, deliver a presentation, or engage in a hands-on, cooperative group project. That is why it is important for students to learn in different modalities throughout the school day. The key to learning is to actively engage students in the learning process. By having students learn in different modalities, EAPB seeks to maximize student engagement throughout the day.

### **4. Embedded Standards & Assessment**

Throughout the year, EAPB will continually assess student learning an average of every 6 to 10 lessons to ensure that students are mastering every subject. We do not place students into courses or push them through from one grade level to the next without the skills they need to be successful. EAPB will use summative assessments to evaluate students' progress between 3 and 5 times a year to determine how they stack up against their peers nationally and against Arkansas state standards. We use the test results to specially design individualized instruction for every student so that we can assure that students are learning exactly what they need to learn to be successful.

EAPB will use a comprehensive standards framework that combines the Common Core with Arkansas State Standards and the primary curricular frameworks that are part of the Exalt Academies Academic Design. When Exalt Education begins operating a school in a new state, a

comprehensive standards alignment is done for grades K-8. This alignment ensures that learning standards and objectives are embedded into lesson preparation and instructional delivery throughout the school day.

### **5. Greater Teacher Ownership & Opportunity**

**EAPB will seek to recruit the best and brightest teachers.** The school will be run by a team of educators who are gifted, hard-working, and accountable for student learning. The leadership team will have at least 5 dedicated on-site members, each with defined areas of authority and subject expertise. All members of the faculty are part of a curriculum and/or grade level team.

**At EAPB, all teachers will be set up for success.** Through its sponsoring agent, Exalt Education, EAPB will provide all teachers with 3-4 weeks of training in the summer so that they are firmly grounded in research-validated instructional methods, proven academic programs and the school-wide behavioral system. Every Wednesday throughout the year, EAPB's teachers will participate in 3 hours of structured professional development.

**EAPB will have 2 teachers in every elementary classroom.** This co-teacher model allows for small student-to-teacher ratios and encourages greater teacher collaboration around lesson planning and delivery. The co-teacher model counteracts the isolation that teachers frequently experience in traditional schools, decreases teacher burnout, and promotes greater job satisfaction.

### **6. Enhanced Use of Technology**

EAPB's teachers will actively integrate technology into the classroom through frequent use of teacher-issued laptops, in-focus machines and document cameras. These tools will enable teachers to deliver multi-media lessons. The Academy will have a fully networked computer lab. It will use computer-adaptive assessments to develop a learning profile of each student that the profile can be used to develop lessons and provide an individualized education. As students progress from kindergarten through eighth grade, course offerings will expand to increase their technological proficiency, including keyboarding, work in Microsoft Office programs and development of multimedia portfolios.

### **7. Focus on Competitive Colleges & Advanced Careers**

EAPB will prepare students for competitive colleges and advanced careers through a liberal arts education. In this case, "liberal arts" means a focus on developing the broad foundation of knowledge, skills and attributes needed to succeed in competitive colleges, advanced careers and other paths that they may choose. The academic design is anchored by research-validated curricula in all major subject areas, including:

- The Core Knowledge Sequence in civics, science, geography, history, art, music and other subject areas;
- FOSS in science;
- Programs, such as Connecting Math Concepts and Reading Mastery, that were developed by the National Institute for Direct Instruction in reading, language and mathematics;
- Saxon Mathematics in grades 5 through 8;
- The Body Shop in health and physical education; and

- Other proven curricula.

Many of these curricula have been found to be extremely beneficial to student learning and school performance in literally dozens of local and national studies that were published over the past forty years.

## **8. Structured Leadership Development**

EAPB will implement a positive behavior support system that helps students grow into productive citizens and leaders. Students have opportunities to speak publicly and deliver presentations to the school and their classmates. Students learn character values that help shape them into tomorrow's leaders.

The Academy's leadership believes that all students deserve only the best education. The eight elements in the Exalt Academy Design have been proven effective in preparing students for college at exemplary public schools all across the country. However, in our leadership team's experience, no single public school or network of public schools has merged all 8 of these elements into one coherent educational model until Exalt Education began starting and managing public charter schools in 2010.

### **Use of Time in Exalt Academies**

The Exalt Academy of Pine Bluff will utilize a unique school day and year-round academic calendar to create an educational environment that is optimal for all members of the school community, including students, their families, and the teaching faculty. This overview describes the daily schedule and yearly calendar that is implemented with students in grades K-5.

### **Daily Schedule for Students & Families**

Attachment IVA. illustrates the daily schedule for students in grades K-5. As the chart notes, students are expected to arrive between 7:00 and 7:30 am and depart between 4:30 and 5:00 pm each day. At the bottom of the chart, the section titled "Multi-modal Learning Times" illustrates the different modalities in which students will learn each day. The time spent learning individually and in small groups is expected to exceed the listed minimums.

### **Description of Daily Schedule**

The following is a brief description of the daily schedule:

**Morning Advisory:** Students arrive for a morning Advisory period between 7:00 and 7:30 am. After arriving, students have breakfast in the cafeteria, make their way to their home room, and report to their advisory teacher, who will see them every morning. During this period, teachers will spend up to 60 minutes assisting students individually with one-on-one, self-paced learning. Students will confirm that they have completed their assignments from the previous day. Nutritional snacks will be distributed to make sure that all students get breakfast. Students who are struggling with coursework may be asked to take diagnostic assessments or repeat lessons to build greater proficiency. Those students who are excelling in class will be provided with enrichment material, such as computer-based, adaptive lessons, advanced coursework, exploratory assignments and research projects.

**Daily Assembly:** At 8:30 am, students will gather in a common space at the school for a multi-grade assembly. During this assembly, they will receive a daily message from the leadership team that emphasizes a community goal for the day, marks the birthdays of students and faculty, and celebrates national holidays and global cultural events. School staff will recognize exceptional students who exemplify school values and expected behaviors, and students will be encouraged to recognize each other's accomplishments. The School will celebrate academic success daily during this assembly. Students or small groups of students who have mastered the curriculum, received a 100% on a test, continually score 90% or better on daily work, or are excelling academically in other ways, will receive public recognition. The assembly will conclude promptly at 9:00 am.

**Morning Literacy Periods – Reading, Language & Mathematics:** From 9:00 to 11:50 am, students will master basic literacy skills by spending 90 minutes in a reading block, 60 minutes in a math block, and 50 minutes in a language block. During these periods, students will be grouped by performance level and receive instruction in small groups so that individual needs can be met. The teaching faculty will work closely together in a carefully coordinated schedule to divide classes of 30 students into small groups of 8-16 children for scripted instruction. During this period, trained teachers and instructional aides will be fully engaged in the classrooms to allow for small student-to-teacher ratios. If students are exhibiting unique deficits in core subjects, the learning times may be extended to accelerate acquisition of desired knowledge, concepts and skills.

**Morning Recess:** In the middle of the literacy block, from 10:30 to 10:50 am, students will take a break from instruction for a recess. During the recess, they will engage in supervised play on a playground structure with close adult involvement. After getting some exercise, they will return to the literacy block to finish out the final hour of instruction.

**Mid-day Lunch/Physical Education:** At 11:50 am, students will have lunch and physical education. In grades K-1, lunch will be followed by a physical education period with structured play. In grades 2-5, lunch will be followed by health, nutrition and intramural athletics on outdoor fields or indoor multipurpose space. Lunch may be offered at 11:50 am, 12:15 pm and 12:35 pm (staggered schedule) to ensure that all students can dine in the school cafeteria.

**Afternoon Humanities, Natural World & Global Culture Courses:** From 1:10 to 4:00 pm, students focus on other subject areas while reinforcing the reading and math skills learned that morning:

- During a Humanities period, they learn the mechanics of good writing and explore literature, including basal series and other literature works selected from Junior Great Books, Core Knowledge and other sources.
- During a Natural World period, they learn the fundamentals of scientific studies, including elements of physical science, geology, geography, astronomy, biology, chemistry and physics. This period reinforces basic computational skills.



- During a Global Studies period, students learn the fundamentals of social and international studies, including such elements as citizenship, United States history, world history, and world cultures. In kindergarten and in first grade, the Global Studies period reinforces basic reading and writing skills.

Starting in second grade, students begin to learn Spanish so that they are conversant in both English and Spanish by eighth grade.

**Afternoon Recess:** In the middle of the afternoon block, from 2:50 to 3:10 pm, students take a break from instruction for recess where they will engage in supervised play on a playground structure with close adult involvement.

**Afternoon Advisory:** At 4:00 pm, students return to their advisory classes for individual study. Students will depart between 4:30 or 5:00 pm, so teachers will spend up to 60 minutes providing students with self-paced, individualized study in this final period. During this time, students complete individual assignments given during the day. Struggling students may be asked to take diagnostic assessments and/or go over content from their core courses to build greater proficiency. Excelling students will be provided with enrichment material, such as advanced coursework, exploratory assignments, and research projects. Through the Advisory periods, families have the option of picking up excelling students for more time at-home (up to one extra hour every day) while teachers will maximize their time working individually with struggling students.

**Benefits of a Longer Day:** By offering a longer school day, the School offers students at least 30% more instructional time than the average public school. This extra time is necessary to ensure that students can learn individually, in small groups and in whole classes; develop a strong foundation of knowledge and skills across all subject areas; and reach their greatest potential as leaders, scholars and citizens.

### **Extended Academic Calendar**

The School commences each academic year in mid-August and concludes in late June. The academic calendar consists of 200 instructional days – four weeks longer than the average 180-day district calendar. This schedule allows plenty of time for seasonal breaks, religious holidays and cultural celebrations including a week-long fall break, 8 days off for the winter break, and a week-long spring break. (Attachment IVB)

### **Benefits of an Extended Academic Calendar**

The School celebrates all national holidays consistent with most district calendars. In fact, the School calendar will include a longer Winter Break and a longer Spring Break so that families have more quality time in which to celebrate their cultural and/or religious traditions together. These breaks provide students with needed time away from rigorous studies without so much time off that they experience significant regression in their academic studies.

By shortening the Summer Break, the School minimizes the academic regression that frequently occurs during a long summer vacation. Families have six weeks in which to take summer vacation with their children and enjoy the break together. With the shortened summer break,

families are faced with only six weeks versus the typical ten or eleven week break, during which they must make arrangements for summer care. By taking this approach, the School extends support to those families who cannot afford fees for summer activities, and instead, must determine how to keep their children occupied during the work day.

During the 42-day summer break, the School provides all staff with at least 2 weeks of vacation time. In July and August, all new faculty members receive 4 weeks of initial orientation and training so that they are adequately prepared for the first day of classes. Returning faculty members host this training and participate in at least one full week of continuing training preceding the start of each year.

Some school days may be shortened to allow for ongoing professional development, quarterly parent meetings, and other important activities. Even with these shortened days, students receive over 3 years of additional learning time (in comparison to surrounding schools) as they progress from kindergarten through eighth grade.

### **Section VII. Rigorous, Measurable Goals on Summative Assessments**

The Exalt Academy of Pine Bluff (EAPB) will have:

- One measurable set of goals for student achievement relative to the Arkansas Comprehensive Testing, Assessment & Accountability Program (ACTAAP);
- One measurable set of goals for student achievement relative to the NWEA Measures of Academic Progress (MAP);
- One measurable set of goals for student performance relative to the 8<sup>th</sup> grade year, which will be the culminating year at the Academy.

These three sets of goals are delineated below.

#### **Arkansas Comprehensive Testing, Assessment & Accountability Program (ACTAAP)**

EAPB will administer the ACTAAP in all required subjects and grades including reading, reading comprehension, mathematics, mathematics reasoning, science and other subjects that may be required. The Academy will have three goals for student performance on the ACTAAP:

- In grades 3-8, over 15% of returning students will achieve a gain of one proficiency level or greater each year when compared with the previous year's testing in all tested subjects. A proficiency-level gain is defined as a gain from one category of proficiency to another, which means from "Below Basic" to "Basic" to "Proficient" to "Advanced." Gains will be measured across all categories of proficiency so that the Academy is evaluating the growth of students who start at all places in the achievement continuum, from Below Basic to Advanced.
- By the spring of their 5<sup>th</sup> grade year, a higher percentage of students in the classes at the Exalt Academy of Pine Bluff will achieve proficient or advanced in all tested subjects than the average among all students in the 4 public school districts in Jefferson County: Pine Bluff School District, Dollarway School District, White Hall School District and Watson Chapel School District. By surpassing the county average in the 5<sup>th</sup> grade year, classes of students will demonstrate that they have eliminated the skill gap between a public school that will



serve a high concentration of low-income students and the average among all public schools countywide.

- By the spring of their 8<sup>th</sup> grade year, a higher percentage of students in the classes at the Exalt Academy will achieve proficient or advanced in all tested subjects than the average among all students in the state of Arkansas. By surpassing the state average in the 8<sup>th</sup> grade year, classes of students will demonstrate that they have eliminated the achievement gap between public schools serving a high concentration of low-income students and the average among all public schools statewide.

### **NWEA Measures of Academic Progress (MAP)**

EAPB will administer the NWEA MAP in reading and mathematics in grades 1-8. Students will take the MAP in the fall (September-October) and spring (May-June) of each year. A winter testing (January-February) may also be administered as necessary to track and support strong student learning gains. EAPB will have three goals for student achievement on the NWEA MAP:

- In grades 1-5, over 15% of returning students will achieve a gain of 5% or greater national percentile rank compared to the previous year.
- By the spring of their 5<sup>th</sup> grade year, over 50% of returning students who take the spring NWEA MAP testing will score above the 50<sup>th</sup> percentile.
- By the spring of their 8<sup>th</sup> grade year, a higher percentage of all students in the 8<sup>th</sup> grade classes at the Exalt Academy of Pine Bluff will score above the 50<sup>th</sup> percentile than among all schools that are part of the national sampling population. By surpassing the national average in the 8<sup>th</sup> grade year, classes of students will demonstrate that they have eliminated the skill gap between a public school that will serve a high concentration of low-income students and the average among all schools that participate in the NWEA MAP nationwide.

### **Performance of 8<sup>th</sup> Grade Students**

The 8<sup>th</sup> grade year is a very important year because it is the year that EAPB will expect students to meet its graduate standards. The Exalt Academy will have three goals for student performance in the 8<sup>th</sup> grade year:

- 100% of students will complete the requirements of the yearlong Capstone course that all students will be required to take in their 8<sup>th</sup> grade year, including: (a) completing a thesis research paper and delivering a thesis presentation; (b) completing and exhibiting a multimedia portfolio; (c) completing a job shadowing with a business professional; (d) visiting at least 4 college campuses over the course of the year; and (e) completing over 25 hours of community service and/or experiential learning.
- Over 80% of students will achieve a score that is indicative of college readiness on the ACT EXPLORE in the spring of their 8<sup>th</sup> grade year.
- Over 80% of students will be admitted to college-preparatory high school programs in the spring of their 8<sup>th</sup> grade year.

Progress on these summative assessments will be regularly monitored and reported to the Arkansas Department of Education and Arkansas State Board of Education through the dissemination of annual reports.

### **Formative Assessment**

To reach the measurable goals delineated above, EAPB will track student learning and school performance frequently using a variety of formative assessments and performance indicators. These formative measures include but are not limited to: (a) student attendance, tardiness and retention; (b) student behavior rewards and infractions; (c) parent demand and satisfaction; (d) student lesson progress and 1<sup>st</sup> time mastery in reading, language and mathematics; (e) quarterly student grading and report card distribution; (f) student development and presentation of portfolios at semi-annual student-led parent-teacher conferences; and (g) student completion of 8<sup>th</sup> grade graduation requirements, including a job-shadowing, site visits to at least 4 postsecondary institutions and participation in service learning.

Progress against these formative measures will be tracked continuously and report to EAPB's board of directors on a monthly, quarterly, semi-annual and annual basis. As EAPB's authorizer and a statewide body charged with overseeing all public schools in Arkansas, neither the Arkansas Department of Education nor the Arkansas State Board of Education need to be frequently apprised of these indicators. Such communication would needlessly over-burden the public reporting process. However, upon request, EAPB would be happy to provide samples of the monitoring reports and analyses that are provided to the school's board of directors. Such documentation will, of course, be a part of the public record and available for request under the Freedom of Information Act.

### **Section VIII. Curriculum Development & Alignment**

Exalt Education has already engaged in the process of aligning the Common Core Standards with the Arkansas Curriculum Frameworks and the core curricula that anchor the Exalt Academic Design, including the Core Knowledge Sequence, FOSS Science, and Direct Instruction. Upon request Exalt can provide you will a full alignment of our curriculum and Common Core with Arkansas State Standards. We are not submitting it now due to page restraints.

Before opening the School, the leadership team systematically evaluated and modified all curricula to ensure full alignment with Arkansas Curriculum Frameworks as well as the Common Core Standards and prepared an extensive alignment document for this purpose. Along with smaller documents to be used as tools and accountability documents for each teacher. The Exalt Curriculum Professionals set the scope and sequence for each subject from kindergarten through 8th grade ensuring that the corresponding book and lesson number for Exalt's curriculum are aligned with the Common Core State Standards. Exalt's curriculum combines a variety of instructional methods together with innovative, research-based programs that have a well-documented track record of success.

The Arkansas Curriculum Frameworks for Social Studies and Science are aligned to the Core Knowledge and FOSS Science Scope and Sequences for grades K-8. To meet frameworks that are not covered within these sequences, additional areas were added, such as a unit on the Scientific Method or Arkansas History. Using the 200 day school calendar, the amount of time that classes will meet and grade appropriateness, the scope and sequence alignment contains time frames for each set of frameworks to be mastered. The units are arranged in a sequential order to

build learning throughout the grade levels where cross-grade collaboration can occur as well as prior knowledge that will be built upon. Furthermore, the Core Knowledge Sequence will be adjusted and modified throughout the school year to ensure the needs of each grade level frameworks are continuing to be met and mastered.

The ELA and Math Common Core Standards are divided into months and laid out in math and writing units. Within each month, there will be a group of common core standards to meet, master, and assess. Teachers will use Writer's Workshop, Direct Instruction Curriculum, Saxon Math and Math Skills to meet the objectives and goals for these standards.

A key design element in Exalt's model is not only to fully aligning our academic framework to Common Core and State Standards, but to make the alignment a usable working tool for our teachers.

## **Section IX. Target Geographic Area: City of Pine Bluff**

### **Population in City and Metropolitan Statistical Area (MSA)**

Pine Bluff is the largest city and county seat of Jefferson County, Arkansas. It is also the principal city of the Pine Bluff Metropolitan Statistical Area (MSA). According to 2006 U.S. Census Bureau estimates, the population of the city is 52,693, ranking it as the 7th most populous city in the state. According to the Census Bureau, the city has a total area of 46.8 square miles, of which 45.6 square miles is land and 1.2 square miles, or 2.65%, is water.

Pine Bluff is the largest city in a three-county MSA including Jefferson, Cleveland, and Lincoln counties. Suburbs of Pine Bluff include Altheimer, Dollarway, Moscow, Packingtown, Pinebergen, Redfield, University Park, Watson Chapel and White Hall.

The Pine Bluff MSA population in 2000 was 107,341 people. The Pine Bluff MSA population in 2007 dropped to 101,484. Pine Bluff was the fastest-declining Arkansas MSA from 2000 to 2007.

In the 2000 Census, the City of Pine Bluff included 19,956 households and 13,350 families. The population density was 1,207.6 people per square mile. There were 22,484 housing units at an average density of 492.9 per square mile. The racial makeup of the city was 66% African American, 32% White and 2% of other ethnicities.

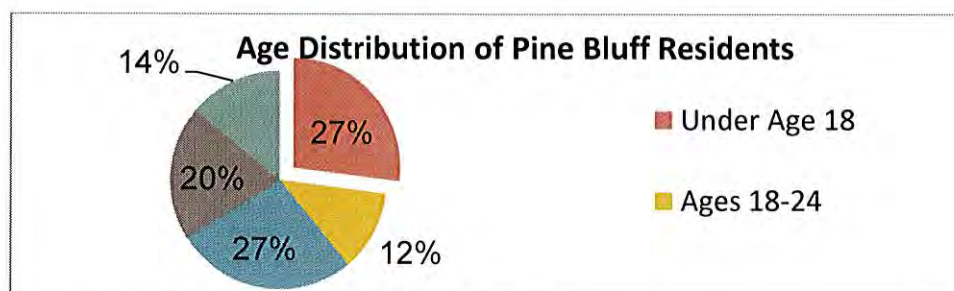
Pine Bluff Population Trend		
Census	Pop.	%±
1850	460	—
1860	1,396	203.50%
1870	2,081	49.10%
1880	3,203	53.90%
1890	9,952	210.70%
1900	11,496	15.50%
1910	15,100	31.40%
1920	19,300	27.80%
1930	20,800	7.80%
1940	21,300	2.40%
1950	37,200	74.60%
1960	44,000	18.30%
1970	57,400	30.50%
1980	56,600	-1.4%
1990	57,100	0.90%
2000	55,085	-3.5%
2010	49,083	-10.9%
sources: [25][26]		

### **Resident Age, Household Type & Income Levels**

Among Pine Bluff households reported in the 2000 Census, 33% had children under the age of 18, 39% had married couples living together, 24% had a female householder with no husband present, and 33% were non-families. Nearly 30% of all households were made up of individuals



living alone and 12% had someone living alone who was 65 years of age or older. The average household had 2.57 members and the average family includes 3.20 members. Below, the pie chart illustrates the 2000 Census distribution of residents across 5 age groupings. At that time, the median age was 33 years.



In 2009, Pine Bluff was included on the *Forbes* list of America's 10 most impoverished cities. The median income for a city household was \$27,247 and the median income for a family was \$34,362. Males earned a median income of \$30,766 versus \$21,009 for females. The per capita income for the city was \$14,637. About 21% of families and 26% of the population were below the poverty line, including 37.0% of those under age 18 and 18.2% of those ages 65 or over.

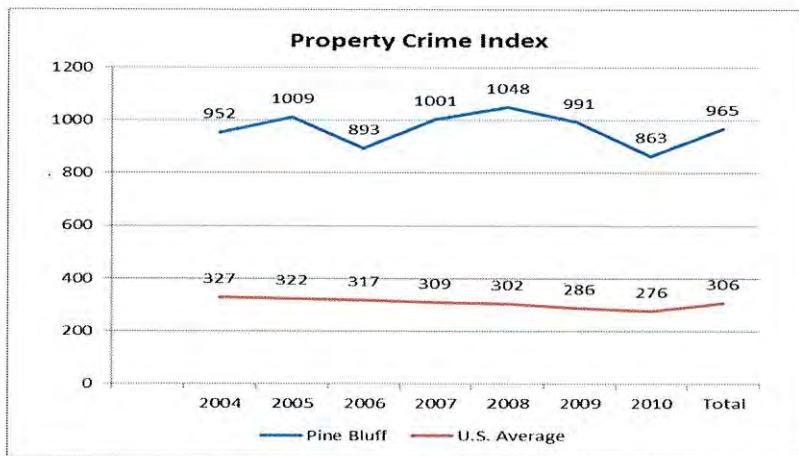
### Violent & Property Crime Rates from 2004 to 2010

In 2009, the Morgan Quinto Press ranked 344 Metropolitan Statistics Areas (MSA's) based upon the rates of crime per capita. According to this ranking, Pine Bluff has the 3<sup>rd</sup> highest crime. See the listing of the Top 25 Most Dangerous Cities.

OVERALL: 344 METROPOLITAN AREAS			
Most Dangerous 26:			
1	Detroit-Livonia-Dearborn, MI M.D.	14	Saginaw, MI
2	Memphis, TN-MS-AR	15	Albuquerque, NM
3	Pine Bluff, AR	16	Little Rock, AR
4	Las Vegas-Paradise, NV	17	Yakima, WA
5	Florence, SC	18	Tucson, AZ
6	Myrtle Beach, SC	19	Oakland-Fremont, CA M.D.
7	Flint, MI	20	Macon, GA
8	Stockton, CA	21	Phoenix-Mesa-Scottsdale, AZ
9	Jackson, TN	22	Houston, TX
10	Shreveport-Bossier City, LA	23	Modesto, CA
11	Miami-Dade County, FL M.D.	24	Sumter, SC
12	Charlotte-Gastonia, NC-SC	25	Alexandria, LA
13	Hot Springs, AR		

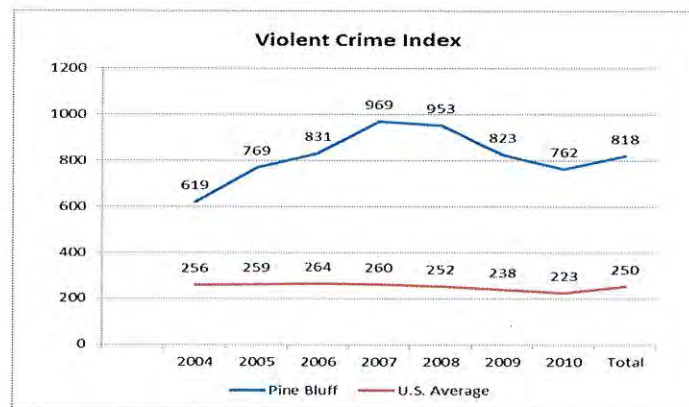
### Property Crime

Over the past 8 years, Pine Bluff has suffered from rates of Property Crime – such as theft, burglary, arson and vandalism – that are 316% higher than the U.S. average.



### Violent Crime

Over that same time period, Pine Bluff has suffered from rates of Violent Crime – such as rape, murder and assault – that are 327% higher than the U.S. average.



### Impact on Jefferson County Districts

EAPB anticipates concentrating its community outreach, student recruitment and advertising efforts within 2 districts: (1) The Pine Bluff School District serves 4,573 students in grades K-12; (2) The Dollarway School District serves 1,449 students in grades K-12.

With a first year enrollment of 240 students in grades K-3, EAPB plans to serve 4% of the students in the Pine Bluff and Dollarway School Districts. Even at full enrollment, the Academy would serve less than 10% of the students in the two districts.

See the chart below for information on the students that the 4 Jefferson County districts enroll.

<b>Jefferson County District Ethnic Composition in 2011-2012</b>						
<b>District</b>	<b>Black</b>	<b>White</b>	<b>Hispanic</b>	<b>Biracial</b>	<b>Other</b>	<b>Total</b>
Pine Bluff School District	4,379	94	32	55	13	4,573
Dollarway School District	1,338	83	13	10	5	1,449
White Hall School District	437	2,299	90	42	105	2,973
Watson Chapel School District	2,115	872	39	3	18	3,047
<b>Total</b>	<b>8,269</b>	<b>3,348</b>	<b>174</b>	<b>110</b>	<b>141</b>	<b>12,042</b>
<b>Percent of Total</b>	<b>68.7%</b>	<b>27.8%</b>	<b>1.4%</b>	<b>0.9%</b>	<b>1.2%</b>	<b>100.0%</b>

EAPB does not plan to serve actively recruit families from the White Hall School District or the Watson Chapel School District. As the chart shows, these districts serve a different population and are generally performing at a higher level than Pine Bluff and Dollarway. Whereas EAPB's two target districts are located centrally within the City of Pine Bluff, White Hall and Watson Chapel are located across major highways or within their own separate municipal boundaries.

EAPB anticipates that over 80% of the students that it enrolls will reside within either the Pine Bluff School District or the Dollarway School District. It is possible that – due to the strength of word-of-mouth, freedom of parent choice, and other factors – as many as 20% of families who enroll their children in EAPB may be from White Hall and Watson Chapel.

**Section X. The Annual Report: A Primary Means of Disseminating Information on Managerial, Financial & Academic Performance**

The Exalt Academy of Pine Bluff's fiscal year will run from June 30<sup>th</sup> to July 1<sup>st</sup> of each calendar year. Within 3 months of the end of each fiscal year, EAPB will produce an annual report that provides a year-end appraisal of its performance. This report will be produced in accordance with the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts. The report will include a precise, statistically valid examination of EAPB's performance against the Measureable Goals described earlier in this application narrative.

An excerpt of the ADE rules are included below for ease-of-reference.

**ARKANSAS DEPARTMENT OF EDUCATION  
RULES AND REGULATIONS GOVERNING THE  
STANDARDS FOR ACCREDITATION OF ARKANSAS PUBLIC SCHOOLS**  
Adopted by the State Board of Education B February 1984  
Revised June 10, 2002

**2. RECORDS AND REPORTS**

- a. Each school shall maintain all reports and records necessary for effective planning, operation, and education.
- b. Each school district shall annually submit a report to the Department of Education appraising its students' performance. The report shall be prepared in accordance with guidelines developed by the Department of Education.

**Section XI. Enrollment Process**

### **Voluntary Enrollment**

Student enrollment in the Exalt Academy of Pine Bluff (EAPB) will be voluntary. All students who meet legal age requirements applicable to a particular grade level will be eligible for enrollment. These requirements will be consistent with District policies relating to admission of students into any grade. Other than the age of a student, there will be no criteria for selection of students. A student will be deemed admitted to and enrolled in the Academy when the student's application has been unconditionally accepted by the Academy following completion of a phase of the enrollment process described below and after conditions to such acceptance have been satisfied.

### **Phased Enrollments.**

To make the opportunity to attend the Academy known as widely as possible, the Academy plans to contact Head Start centers, childcare centers, preschools and community centers in the Pine Bluff area to seek permission to contact families who have children attending those schools and to conduct informational meetings. In addition, the Academy will request permission from area districts to use any available district means of communication in order to make the opportunity to attend the Academy known to families who have children attending district schools.

Our plan is to conduct meetings periodically to inform parents about the school and to obtain enrollment applications. Local newspaper advertisements may be placed to advertise the school and announce the meeting schedule. We will also send newsletters to a mailing list, as that list is expanded with the addition of people expressing an interest in the school.

The Academy intends to conduct a multi-phase enrollment process. Each year, the Academy will set deadlines by which such applications must be received for each phase of the enrollment process and will determine the number of students to be admitted in each grade. The Academy's board of directors will approve any forms and policies that may otherwise be needed to govern the enrollment process. The Academy will accumulate all applications received on or before the deadline for each phase of enrollment; applicants are not accepted on a "first come, first served" basis except when students are admitted from the waiting list.

There are at least three reasons for using a multi-phase enrollment process. First, by having one enrollment phase take place early in the calendar year, families will be able to gain some certainty about whether or not their children have an option for the next year. If enrollment is filled in this early phase, those families whose children are not enrolled will have more time to find alternative options. A second reason for the multi-phase enrollment process is that the Academy will be better understand the community response it is generating and be able to adjust its marketing strategy accordingly. Third, the Academy will not waste scarce budget funds and staff time on unnecessary marketing.

### **Application Process; First Phase of Enrollment Process**

We expect that the multi-phase enrollment process would work as follows. The deadline for the first phase might be set in April or May. The Academy will determine how many current students intend to return for the following school year and will accumulate all applications received on or before the deadline for that phase of enrollment. For the first phase of the enrollment process, if the number of applications received by the deadline for the first phase is

less than or equal to the maximum number of students allowed for each grade, then all the applications for that grade will be accepted. To illustrate, if the maximum number of students for a grade is 25, and if 20 applications are received, then all 20 applicants will be accepted. The remaining five “available spaces” would be filled in the second or third enrollment phases.

If the number of applications received for any grade is greater than the maximum number of students allowed for that grade, then the Academy will conduct an equitable lottery, in a manner determined by the Academy and consistent with state law and District policy, to admit the maximum allowed number of students for that grade and to create a waiting list for subsequent admission should a space become available later. To illustrate, if the maximum number of students for a grade is 25, and if 40 applications are received, then 25 applicants will be accepted through the lottery process, and a waiting list of 15 can be determined with order of priority on the waiting list determined through the lottery process.

### **Second and Later Phases of Enrollments**

If the Academy receives fewer applications than the maximum number of students allowed for any grade, then the Academy will set a second application deadline. For that later deadline, the admissions process will be the same as with the first phase, but will apply only with respect to the “available spaces,” if any, for each grade. The Academy may accept additional applicants to create or expand a waiting list for each grade.

If, after the second enrollment, there still remain “available spaces” in any grade, or the Academy desires to create or expand a waiting list for any grade, the Academy may set additional application deadlines thereafter up until the school year begins. The enrollment process will be the same as with the second phase, again applying only with respect to the “available spaces” for each grade or to create or expand a waiting list for each grade. Once all available spots have been filled, including during the school year, additional students who apply will be added to the Academy’s waiting list in the order that the applications are received.

### **Use of Waiting List; Filling Spaces if No Waiting List**

If at any time a student who has been enrolled declines to attend the Academy, or if an attending student withdraws or is permanently expelled, the Academy may admit the next student on its waiting list for the applicable grade. We also recognize that after the final phase of enrollment has been completed and during the school year, a situation could arise where an opening is created [for example, if a student leaves the School], but at that time there might not be a waiting list for that particular grade, or all students on the waiting list might have already enrolled. In that situation, we propose that the Academy may enroll the first student who applies for that available space, so that there is no delay or unnecessary expense incurred in an additional marketing effort and open enrollment process.

### **Preferences and Nondiscrimination in the Enrollment Process**

As provided for under Arkansas law, the Academy may give admissions preference to (1) students who were enrolled in the Academy in the prior year, and (2) applicants who have siblings who are presently enrolled in the Academy and who were enrolled in the Academy in the prior year.



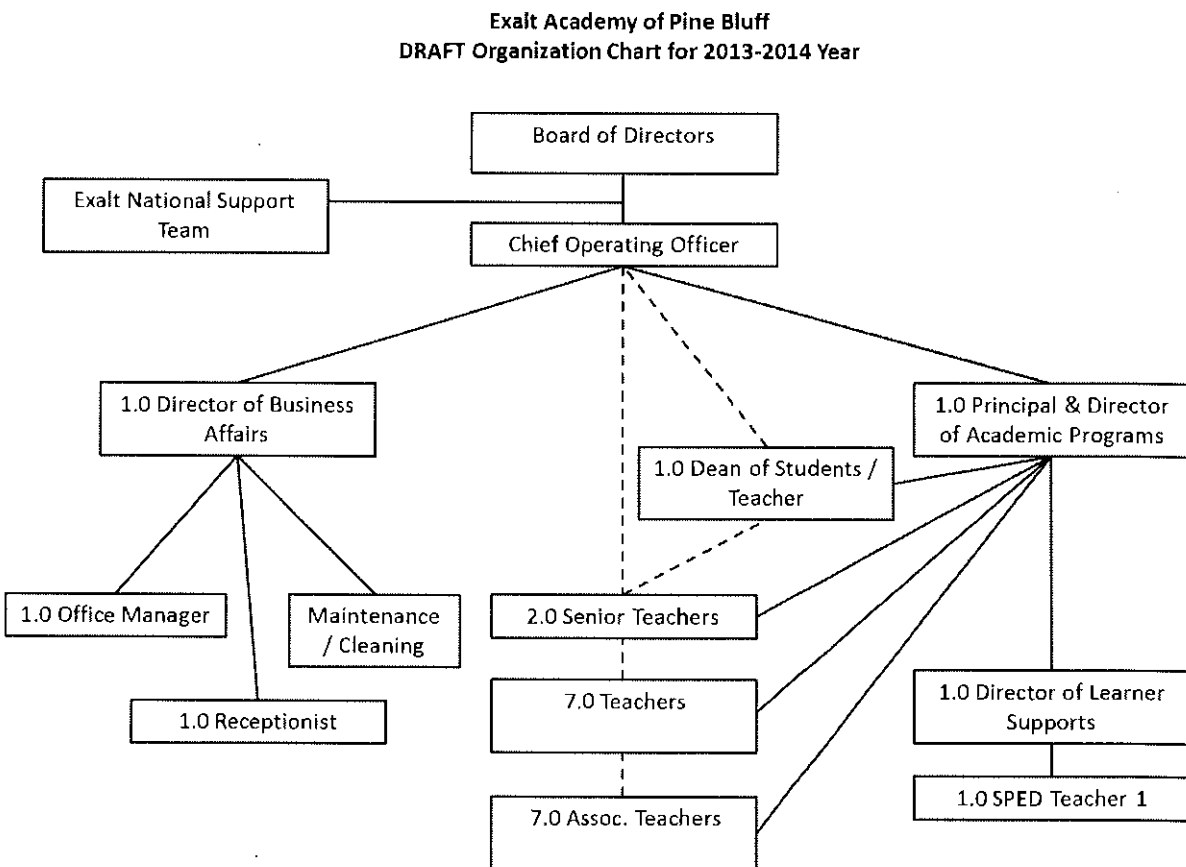
The Academy will not limit student admission based on ethnicity, national origin, race, religion, disability, gender, income level, proficiency in the English language or athletic ability, but may limit admission to students within a given age group or grade level. The Academy may admit students who do not reside in the District but will not conduct door-to-door recruitment outside of its target region, which is within the city limits of Pine Bluff.

A random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C). Should EAPB's leadership learn that the use of a weighted lottery is required by federal court or administrative order, EAPB will furnish a copy of the order.

## **Section XII. Staffing Plan**

### **Leadership Job Descriptions**

The following is an illustration of the staffing chart that will be in place at the Exalt Academy of Pine Bluff for the 2013-2014 year. During this year, the Academy will serve 240 students in grades K-3 with plans to add a grade level and 60 additional students in each subsequent year. During the first year, 6.5 full-time positions will be members of the administrative support team and 17 positions will be members of the teaching faculty including 2 senior teachers.



The following is an outline of responsibilities for each of the primary positions on the administrative support team.

Director of Academic Programs / Principal (1.0 Administrator)

- Academic Program Development & Delivery
- Teacher Management
- Student Behavior & Parent Communications
- Community Outreach

Director of Business Affairs (1.0 Administrator)

- Budget Development & Execution
- Accounting & Financial Management
- Payroll & HR Administration
- Oversight of Operations Manager
- Ancillary Services: bussing, food, technology, copying

Director of Learner Supports & Direct Instruction (1.0 Administrator)

- Learner Supports & Special Needs
- Direct Instruction Coordinator
- Interventions & Pullout Support

Office Manager (1.0 Administrator)

- Visitor Reception
- Answer Telephone
- Hallway & Entrance Monitoring
- Daily Attendance & Homework Records
- Record Keeping

Senior Teachers (2.0 FTE: Part-time Teacher / Part-time Department Chair)

- Curriculum Planning & Support
- Course & Lesson Preparation
- Instructional Coaching (with School Leader)
- Ongoing Professional Development

Dean of Students (1.0 FTE, Part-Time Teacher in Year 1, Full-time Administrator Thereafter)

- Behavior Management Support
- School-wide Assembly Planning & Management
- Student Recognition & Rewards
- Parent Relations Regarding Discipline
- Student Discipline & Record-Keeping
- Strong Presence with School Community

A job description is fully developed for every position. The following is a job description of the duties of the Principal & Director of Academic Programs and the Director of Business Affairs.

**Principal & Director of Academic Programs**

The Principal & Director of Academic Programs is responsible for making sure that EAPB's students succeed, including the following areas of responsibility:

**Student Learning**

- Ensure that all students make strong lesson progress
  - Ensure that all students achieve consistent mastery of concepts and skills
  - Ensure that students receive instruction at a level and in a manner that fully engages them.
- Student learning is demonstrated through:
- Summative Testing
  - Formative Learning Progress
  - Parental Demand & Satisfaction

**Academic Design Implementation**

- Ensure that Exalt Academies' best-practices, research-validated educational design is fully implemented including 8 design principles.

**Teacher Effectiveness:**

- Ensures that teachers are well prepared
- Ensures that each teacher manages his/her classroom
- Ensures that each teacher employs the positive behavior plan
- Works closely with Direct Instruction Coordinator to monitor lesson progress
- Performs classroom observations and performance evaluations on a regular basis
- Facilitates learning at high levels throughout the school day

**Student Supervision**

- Ensures that all members of the team are working together to engage students so they can cultivate the attributes required of LRPA Graduates
- Ensures that students are safe and healthy throughout the day including arrival and departure, classrooms, hallways, recesses, bathrooms and other transitions

**Administration & Reporting**

- Works closely with Director of Business Affairs and Office Manager to complete regulatory and compliance reporting in an accurate, timely manner
- Fulfill other responsibilities as assigned by Managing Director

**Director of Business Affairs**

**Job Responsibilities:** The Finance Director is responsible for ensuring that the Academy manages its financial resources in a manner that ensures that it can fulfill its mission and vision. Primary responsibilities include: (a) managing finance and accounting including budget, procurement, bill payment and contract negotiation; (b) working with the executive director to develop and execute the Academy's strategic business plan; and (c) managing business affairs in concert with the operations manager, including operations, human resources, administration and compliance.

**1. Financial management**

- Manage against 3-5 year business plan in close coordination with Executive Director
- Develop & manage annual operating budget in close coordination with Executive Director
- Prepare monthly financial statements & present to board at regularly scheduled meetings

- Implement financial controls & approved procedures
  - Day-to-day book-keeping and accounting
  - Manage procurement, inventory, accounts payable & accounts receivable
  - Manage cash flow position, including banking relationships, short-term and long-term financing
  - Primary staff contact for annual audit
- 2. Human resources**
- Handle payroll, benefits & retirement contributions
  - Administer hiring process for new teachers and staff
  - Provide onboarding to new school staff, including orientation to HR programs and enrollment in insurance, retirement and income tax
  - Support management team with compensation, performance evaluation and other expense management
  - Keep human resource systems, including personnel files, paid time off and performance evaluation records
- 3. Public reporting**
- Manage public reporting to state & federal agencies, including:
    - APSCN financial management system
    - Federal Child Nutrition reporting
    - Arkansas Teacher Retirement System
    - All other Federal funding
    - Other public reporting as necessary, including student information & staffing
  - Attend all necessary trainings
  - Ensure that organization is operating in full compliance with all applicable state and federal regulatory requirements
- 4.**
- 5. Administration & service oversight**
- Back office administration & vendor relations
  - Technology & facility planning & management
  - Insurance including D&O, Liability, Unemployment, Other
  - Transportation, traffic control & security
  - Cleaning & maintenance
- 6. Fulfill other responsibilities as assigned by the Managing Director.**

### **Sample Salary Criteria & Schedule**

The following is a method for evaluating incoming employees and determining the correct compensation levels based upon individual qualifications. In addition to negotiating a base salary with incoming employees, EAPB will offer discretionary performance bonuses, which will be

paid out twice annually (once before the winter break and once before the end of the year). EAPB will also offer as well a full range of benefits consistent with the Arkansas Teacher Retirement System (ATRS) requirements and the State of Arkansas Employee Benefits' Division related to health insurance.

EAPB is requesting a waiver from Arkansas Code Ann. §§ 6-17-2401 et seq. concerning teacher compensation. This waiver is requested in order that EAPB may utilize its own salary and compensation schedule for its teaching and administrative staff, which conforms to and is an extension of our academic design and school-operating practice.

<b>Factors of Input in Determination of Compensation</b>		
Employee Status	<ul style="list-style-type: none"> <li>Uncertified or Certified</li> </ul>	Score of 0 or 1
Previous Salary	<ul style="list-style-type: none"> <li>Less Than or Comparable/Greater</li> </ul>	Score of 0 or 1
Work Experience	<ul style="list-style-type: none"> <li>No Relevant Experience</li> <li>Relevant Professional Domain Experience</li> <li>Relevant Educational Experience in Teaching and/or Administration</li> </ul>	Score of 0, 1 or 2
School Experience	<ul style="list-style-type: none"> <li>Experience at Exalt Academy of Pine Bluff</li> </ul>	Score of 0 or 1
Relative Responsibility & Authority of Position (determined based upon influence over education of students)	<ul style="list-style-type: none"> <li>Associate Teacher</li> <li>Teacher</li> <li>Senior Teacher or Managerial Title: "Coordinator", "Manager", "Assistant Director", "Director"</li> </ul>	Score of 1, 2 or 3
Formal Education	<ul style="list-style-type: none"> <li>Less than Bachelor's Degree</li> <li>Bachelor's Degree</li> <li>Master's Degree, Comparable or Higher</li> </ul>	Score of 0, 1 or 2
<b>TOTAL</b>		<b>Range of 1-11</b>

<b>Salary Range**</b>			
<b>Total Score</b>	<b>Salary Range</b>	<b>Total Score</b>	<b>Salary Range</b>
2*	25,000-26,000	7	35,000-36,000
3*	26,000-28,000	8	36,500-40,000
4	28,000-30,000	9	40,500-51,500
5	30,000-33,000	10	52,000-54,000
6	33,000-34,500	11	54,000+
* Typically, a prospective employee would not rate at 2 or 3 unless applying for a paraprofessional, receptionist or instructional aide role.			
**There are cases, such as employment of professionals who have previously retired from a public employer, where the agreed-to salary may deviate from this range.			

### **Professional Conduct Requirements**

The following is a list of professional requirements of all teachers. These requirements have been set forth so that the faculty can work collaboratively to keep the school climate safe, orderly and

professional. The requirements are a condition of the employment arrangement between the school and its staff.

1. Timely Arrival & Departure: Arrive on time every day at beginning of teaching shift and stay until end of shift as agreed to with the principal. Work a full day on Wednesdays from the normal arrival time until the end of the professional development period at 5:00 pm or earlier if notice is given. During the shift schedule, time away from the school can only be taken with the express written permission of the Principal as documented in email or other forms.  
*Rationale:* The building and all classrooms must be properly staffed during school hours to ensure student safety and appropriate supervision.
2. Active Hallway Monitoring: Stand in hallway and maintain active presence to supervise student movement during all passing periods.  
*Rationale:* Student safety is jeopardized without proper adult supervision building-wide.
3. Timely Instruction: Start and end classes on time.  
*Rationale:* A punctual, orderly schedule is key to respecting teachers and maximizing student learning.
4. Supervised Restroom Breaks: Maintain a strict restroom break schedule including monitoring student entry and exit from the restrooms actively.  
*Rationale:* Without supervision, students are capable of abusing school property, particularly in the bathrooms where bullying, graffiti & property desecration can occur.
5. Classroom Supervision: Supervise classroom at all times when students are present.  
*Rationale:* Diligent supervision with advance preparation is essential to ensure student safety and orderly classroom conduct.
6. Proper Written Notice: Give at least 2 weeks' notice of time off whenever possible.  
*Rationale:* Advance notice is essential to promote communication building-wide and allow for alternative staffing arrangements to be made.
7. Active Recess Supervision: Vigilant in supervising recess to prevent unsafe student conduct.  
*Rationale:* Students resort to unsafe acts of physical aggression in the absence of diligent supervision.
8. Cleanliness: Keep classrooms and building clean.  
*Rationale:* Keeping daily habits of cleanliness and order are very important for students to learn to respect personal and public property.
9. Structured Physical Education: Conduct physical education according to a lesson plan.  
*Rationale:* Teacher lesson plan preparation & delivery is key to maximizing the value of student learning during all periods of the day. Students resort to unsafe acts of physical aggression in the absence of a structured period.
10. Focused, Engaging Teaching: Teaching with urgency every minute of the instructional period.  
*Rationale:* Focused teaching-and-learning is critical to maximizing student learning and closing the achievement gap.
11. Weekly Data Submission: Submit Direct Instruction and other student learning/mastery data weekly along expected timeline for every period (reading, math, language, English Language Arts, other). Give written notice if an emergency arises and you cannot submit.

*Rationale:* Data on student lesson mastery and progress is key to proactively evaluating student learning growth.

12. **Advance Preparation:** Prepare all materials for distribution to students well in advance of delivery of each and every lesson. Submit lesson plans weekly along expected timeline and incorporate input from Core Knowledge Coordinators for all non-DI periods (Global Studies, Natural World, Novel Studies, etc.). Give written notice if an emergency arises and you cannot submit.

*Rationale:* Advance lesson preparation sets the foundation for delivering high-quality lessons and fully engaging students.

13. **Positive Behavior Management & Fun Learning Climate:** Implement positive behavior reinforcement system and foster a fun learning climate in classrooms and building-wide whenever possible.

*Rationale:* Positive behavior reinforcement is key to building strong student character and desired leadership attributes. A fun learning atmosphere is essential for students become self-motivated, lifelong learners who want to do the right thing.

14. **Strict Use of Hallway Passes:** Students only allowed to leave classroom with a hall pass and clear expectation of speedy return. Enforcement of speedy return.

*Rationale:* Careful, diligent management of student passage through the building prevents bullying, acts of aggression and distractions from learning.

15. **Telecommunication:** During course time, teacher use of cellular telephones and other personal activities is strictly prohibited, including texting, sending personal emails, making calls, surfing and purchasing through the Internet and other activities. These activities are monitored on EAPB-issued laptops, the school-wide wireless Internet, and through staff observations.

*Rationale:* Teachers cannot engage students in learning if they themselves are not engaging in teaching.

16. **Professional Conduct:** Adversarial staff communication and behavior towards any member of the administrative support team, whether verbal or written, is not allowed.

*Rationale:* A productive work climate can only be achieved if all staff members come together in a respectful, diligent, receptive manner that focuses on solving problems and aligning the team to accomplish priorities instead of pushing blame and dividing members of the team.

17. **Professional Attire:** All staff is responsible for wearing professional business attire while working in the school and representing the school in any professional capacity. Business attire includes slacks, dress shoes, dark socks, a button down shirt, a dress belt, and either a tie or dress coat for men. For women, appropriate attire includes dress pants or a skirt that falls below the knees, a blouse or shirt with sleeves and dress shoes (no flip-flops, low-cut shirts or skin-tight clothing allowed).

*Rationale:* The staff sets the tone for a school climate that is respectful, modest and focused on learning. Each member of the staff is a visible role model who is responsible for showing students how to properly dress, behave and interact with others.

18. **Parent Communication:** All teachers are responsible for fully updating the electronic grading and parent communication system on all students in their classroom once a week so that

parents are kept abreast of student learning and performance. All written correspondence with parents, including newsletters, letters, email and notes, must be approved by the administration before being disseminated.

**Rationale:** Parents are the most important stakeholder in the school and must be treated with professionalism and respect in a coordinated, transparent manner.

### **Section XIII. Business Affairs & Budgeting Plan**

The business affairs of the Exalt Academy of Pine Bluff will not be handled by one individual. They will be managed by a ‘constellation’ of individuals who will all be active participants in the financial affairs of the organization. The following is a description of the various parties who will be involved in managing the finances of the organization:

- **Board of Directors:** The board of directors will review a complete set of annual, monthly and year-to-date financial statements at every regular monthly meeting. The financial statements include: (a) annual operating budget; (b) annual cash flow projection; (c) monthly cash flow statement; (d) monthly income statement; (e) month-end balance sheet; (f) updated annual budget-to-actual comparison income statement; (g) updated annual projected-to-actual cash flow statement. These statements will be prepared by a qualified director of business affairs. The board of directors will complete the approved Arkansas State training for board members. A qualified treasurer on the board will meet with the director of business affairs periodically to develop and approve the format and content of the financial statements.
- **Exalt Education Oversight:** The director of business affairs will be trained and overseen directly by the finance director of Little Rock Preparatory Academy and the CEO of Exalt Education. Both of these individuals hold MBA's and are fully qualified to manage the financial affairs of a non-profit corporation. Both the finance director and CEO of Exalt have taken the required Arkansas State trainings including completing 12 hours of Tier I trainings in the 2012 calendar year.
- **Training & Technical Support Organizations:** During the first year in the position, the director of business affairs of the Exalt Academy will complete the required Arkansas State financial and compliance trainings. Through these trainings and other scheduled appointments, the director will meet and participate in engagements with qualified individuals at the Arkansas Department of Education, the Arkansas Public School Resource Center, Complete Consulting and other qualified organizations.
- **Cross-Organizational Financial Management:** The startup management team of the Exalt Academy will include a Director of Business Affairs, Director of Academic Programs, and a Director of Development. This team will develop a financial manual to guide its accounting, purchasing, contract negotiation, and business management practices. The financial manual will be approved by the board of directors, and will require that a qualified professional on the board – acting as the board treasurer and fiscal procurement officer – approve all required transactions.
- **Signing & Approval Authority:** Specific controls will be used and monitored to ensure that all financial transactions are properly approved, recorded and reconciled. Specifically, bank statements will be sent directly to the Treasurer of the board, not the director of business affairs. The director of business affairs will prepare all checks in APSCN, but will not have the authority to sign checks. When checks are signed, supporting documentation will be reviewed to ensure the appropriateness and accuracy of payments.



- **Education Commissioner & State Department Approval:** Financial obligations will be submitted to the Arkansas Department of Education for approval by the Commissioner, including the lease agreement, copier agreement, long-term notes, and any other required obligations.

Through these and other measures, the Exalt Academy will take steps to ensure the effectiveness of its financial management.

**Annual Operating Budget:** The director of business affairs will be responsible for working with the board treasurer and a qualified member of the Exalt Education team to prepare the annual operating budget and manage the organization's position against it. An annual operating budget will be prepared for the pre-opening fiscal year and the 1<sup>st</sup> year of operation. This budget will be developed with appropriate oversight and approved by the board of directors no later than May 1<sup>st</sup> of each fiscal year preceding implementation of the budget. The budget will include the establishment of a contingency reserve to serve as a protection against unforeseen financial needs.

**Cash Flow Position:** The director of business affairs will be responsible for managing the cash flow position of the organization in accordance with approved annual, quarterly and monthly projections and statements. An organization-wide rule of thumb will be applied, which is to retain at least 30 days of payroll and benefits payments in the Academy's bank account at any given time.

**Financial Obligations:** The director of business affairs will be responsible for negotiating financial obligations. The board will approve any transactions that exceed specified limits in accordance with the Exalt Academy's financial manual. The board treasurer will approve any financial obligations that could have a significant bearing on the organization's position.

Attachment XIIIA is a preliminary two-year operating budget that has been prepared in accordance with conservative financial assumptions and does not require uncommitted grants or other financing. To help the Academy get started, Exalt Education is prepared to commit a one-time grant of \$50,000 in general operating support. These funds have already been secured and are available for immediate draw-down following board-approval of a required grant agreement.

#### **Section XIV. Financial & Programmatic Audit Plan**

##### **Financial Audit by a Qualified, Independent Auditing Firm**

The first annual audit of the Exalt Academy of Pine Bluff will be conducted in a manner that is in accordance with state requirements. An excerpt of state laws pertaining to public audits is included below for ease of reference including an outline of the information that will need to be provided to the Arkansas Department of Education (ADE) and the community.

The audit will be conducted within 9 months of June 30, 2014, the end of the first fiscal year of operation. If granted permission by the ADE, the Exalt Academy of Pine Bluff will use the following audit firm.

Rami Kassissieh, CPA, Partner  
Hudson, Cisne & Co. LLP  
Certified Public Accountants  
11412 Huron Lane, Little Rock, AR 72211  
Main: (501) 221-1000  
Email [rkassissieh@hc-cpa.com](mailto:rkassissieh@hc-cpa.com)

The reason for requesting that Hudson, Cisne be retained is that this firm has audited the Little Rock Preparatory Academy's first two years of operation and has done an excellent job. Hudson, Cisne provides a level of staffing and diligent, individualized service that is beneficial. Hudson, Cisne understands the financial policies and management that is expected by an Exalt-managed school. The agreement with the auditor will stipulate that the audit must be completed and submitted to ADE no later than 9 months following the end of the first fiscal year of operation.

**ARKANSAS DEPARTMENT OF EDUCATION**  
**RULES GOVERNING PUBLICLY FUNDED EDUCATIONAL INSTITUTION**  
**AUDIT REQUIREMENTS**  
January 16, 2012

**1.00 AUTHORITY**

1.01 The Arkansas State Board of Education's authority for promulgating these Rules is pursuant to Ark. Code Ann. §§ 6-1-101; 6-11-105; 6-11-205; 6-12-112; 6-13-1020; 6-13-1608; 6-17-426; 6-20-1801 through 6-20-1804; 6-20-1806; 6-20-1905; 10-4-413; and Acts 981 and 993 of 2011.

1.02 These Rules shall be known as the Arkansas Department of Education (ADE) Rules Governing Publicly Funded Educational Institution Audit Requirements.

**2.00 PURPOSE**

2.01 The purpose of these Rules is to establish the requirements for the completion, filing, and review of financial audits for all publicly funded educational institutions, including but not limited to, Arkansas school districts, open- enrollment public charter schools, and education service cooperatives (auditees).

**3.00 AUDIT REQUIREMENTS**

3.01 The accounts of all publicly funded educational institutions shall be audited annually by the Arkansas Division of Legislative Audit (Legislative Audit) or a private independent certified public auditor.

3.01.1 A private auditor, other than Legislative Audit, must be selected by the school district board or governing body of the institution.

3.01.2 If a private auditor was used for the prior year audit, or if the auditee did not exist during the prior year, the auditee may request that Legislative Audit conduct its financial audit. The written request shall be submitted to the Arkansas Legislative Auditor at least 90 days prior to end of the fiscal year to be audited.

3.01.3 If the publicly funded educational institution is an open-enrollment public charter school, Legislative Audit shall prepare the required financial audit of the institution's first year of operation unless the State Board of Education approves the use of an entity other than Legislative Audit.

The financial statements shall be presented on a fund basis format, and as a minimum, the general fund and the special revenue fund presented separately and all other funds included in the audit presented in the aggregate.

3.03 The financial statements shall consist of the following

3.03.1 A balance sheet;

3.03.2 A statement of revenue, expenditures, and changes in fund balances;

3.03.3 A comparison of the final adopted budget to the actual expenditures for the general fund and the special revenue funds; and

3.03.4 Notes to the financial statements

3.04 The report shall include as supplemental information a schedule of capital assets, including:

3.04.1 Land;

3.04.2 Buildings; and

3.04.3 Equipment.

3.05 The governing body of a school may require its annual financial audit to be performed and financial statements to be presented in accordance with guidelines prescribed by the Governmental Accounting Standards Board, the American Institute of Certified Public Accountants, and the United States Government Accountability Office as an alternate basis of presentation to that listed in 3.03 through 3.04 of this Rule.

3.06 The report must include information on internal control over financial reporting and on compliance and other matters based on an audit of financial statements performed in accordance with Governmental Auditing Standards.

4.02 Audit reports shall be presented to the School Board or governing body of the auditees in a format as prescribed by professional accounting organizations.

4.03 All annual audits of auditees NOT conducted by Legislative Audit shall be completed and filed with the ADE and Legislative Audit within nine (9) months following the end of each fiscal year.

4.03.1 At the request of the auditee, the ADE may grant an extension of up to ninety (90) days on the deadline specified in section 4.03.

4.03.2 If the auditee is subject to federal circular A-133 audit requirements, any extension must first be obtained from the appropriate federal agency.

#### **Section XV. Arkansas Public School Computer Network Assurances**

The Exalt Academy of Pine Bluff will participate in the Arkansas Public School Computer Network (APSCN) as required by Arkansas State statute and Arkansas State Board of Education rule. The Academy will report education and financial data including grant funds and private donations.

The Director of Business Affairs of the Exalt Academy will receive guidance and technical support from at least three sources in properly entering and managing the Academy's records in APSCN:

- First, the Academy will be assigned two liaisons with the Arkansas Department of Education, one for financial data and the other for student data.
- Second, the Academy will receive help from the Finance Director of the Little Rock Preparatory Academy, Justin Cotton. Mr. Cotton, who holds an MBA and a bachelor's degree in accounting, managed finances for a bank and a non-profit organization before joining LRPA. Over the past year, he has done a very effective job enabling LRPA to manage its state reporting obligations. LRPA is a member of the same charter school network that the Exalt Academy will be.
- Third, as necessary, Exalt Education will engage seasoned consultants from the Arkansas Public School Resource Center and Completing Consulting, well-respected experts such as Dr. Bobbie Davis and Doug Brown, with a background in state reporting, legislative audit and financial management. These consultants will onboard, train and support the Academy's Director of Business Affairs.

Through these and other means, the Exalt Academy will establish a strong record of diligent, timely APSCN reporting.

#### **Section XVI. Facilities Plan**

Over the past 3 months, Exalt Education's school-development team has conducted a search to find a suitable location in Pine Bluff. This search has included:

- Opening and continuing conversations with both the Pine Bluff School District and members of the Pine Bluff School Board on utilizing a closed district facility;

- Opening a conversation with the Director of Community Centers, Laura Hildreth and City of Pine Bluff personnel Larry Matthes, over utilizing the Chester Hines Community Center and/or the Jefferson Comprehensive Care Center; and
- Conducting a survey of properties available from private real estate owners.

In the meetings that our team has held, we have emphasized the importance of locating the school into a facilities arrangement that meets the following criteria:

1. Safe, secure space that is suitable for young children in kindergarten through 4<sup>th</sup> grade
2. Easily accessible to low-income, minority families within the Pine Bluff School District and the Dollarway School District
3. Located in an affordable space under a flexible lease arrangement that can house the Academy's first 1-2 years and, ideally, be expanded to accommodate its long-term enrollment growth as needed
4. Situated in an area where there are additional amenities for underserved families who need access to affordable health, adult education, childcare and other services
5. Benefit from an arrangement with a 'benevolent landlord' that is willing to flex to accommodate the Academy's vital mission and target population.

Because of the road system that surrounds the city center, Pine Bluff is an easy community for commuters to navigate. A commuter can easily get from one end of the city to another in 10 minutes. There is no broad-ranging, regularly utilized public transportation system. People of all income levels find ways of accessing automobiles to move around the city. As a result, one of the biggest considerations for EAPB is to be located conveniently, near major thoroughfares where families can easily get into and out of the facility.

### **Pines Mall**

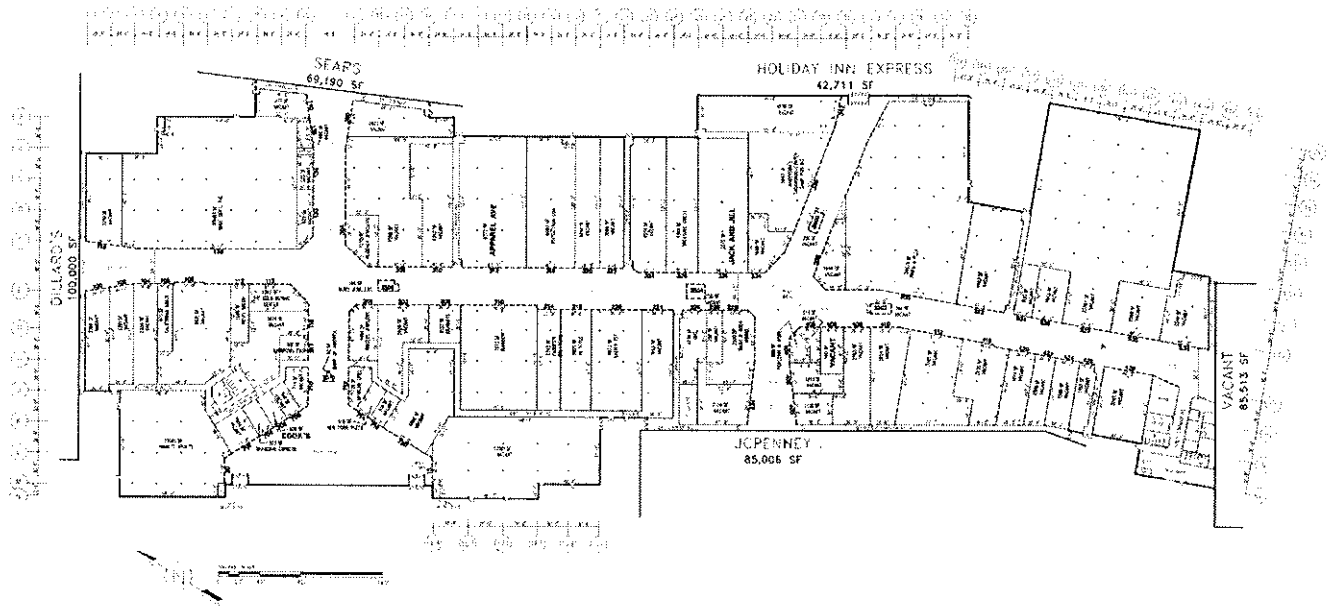
The Exalt Academy of Pine Bluff (EAPB) has entered into a space-utilization agreement with the owner of Pines Mall, which is located at 2901 Pines Mall Drive Pine Bluff, Arkansas 71601. The Pines Mall is located on the Western edge of the City of Pine Bluff. The Mall is situated just off the beltway that surrounds the city of Pine Bluff. The beltway combines Interstate 530 to the South and the Martha Mitchell Expressway (Highway 65) to the North. Because of the access to the Mall via these major arteries, it will be easy for the families of students to transport students to and from the Academy.

Pines Mall has made one of its central strategic priorities to cater to the families of school-age children. The mall has a children's soft play area, community room, communication services including public telephone, copying and fax service, safety escorts, and available strollers and wheelchairs. The Mall is handicap-accessible with large parking lots, wide sidewalks, and a floor plan situated along one level. The Mall is owned by a real estate firm that understands how to manage public facilities and get cost-effective facilities projects done on-time and under-budget.

### **Mall Floor Schematic**

Below, a map of the Pines Mall footprint is included. The Academy will be situated at the east end of the mall in the 25,000 square foot of dedicated space where there will be direct access to parking, dedicated entries and traffic flow for parent drop-off and pick-up each day. Currently,

the space is zoned for retail use but can be rezoned for educational use within the available timeframe.



In Exalt's negotiations with the mall's owners, a point of emphasis has been on building out a dedicated facility space in a manner that is highly functional, cost effective and accessible. Through the negotiations, a three-phase plan has been developed for building out the school:

- During Phase I, approximately 10,400 square feet of space would be developed to accommodate the Academy's first 2 years of operation. Construction on the space will need to begin in spring 2013 for it to be completed by August 1st. In Phase I, EAPB would grow from 240 students in grades K-3 to 300 students in grades K-4.
- During Phase II, approximately 4,400 additional square feet would be developed to accommodate the Academy's 3<sup>rd</sup> and 4<sup>th</sup> years of operation. The decision to build out the space would be green-lighted in the 2<sup>nd</sup> year of operation based upon the school's enrollment strength and stability. In Phase II, EAPB would grow from 360 students in grades K-5 to 420 students in grades K-6.
- During Phase III, approximately 16,500 additional square feet would be developed to accommodate the Academy's permanent enrollment. In this phase, the Academy would grow from 480 students in grades K-7 to 540 students in grades K-8.

Below, the chart provides an outline of the space that would be developed to accommodate the Academy.

Exalt Academy of Pine Bluff: Projected 3-Phase Facility Buildout			
Facility Spaces	Number of Rooms	Square Feet Per Room	Total Square Feet
<b>Phase I: Years 1-2 under 5-year lease arrangement</b>			
Classrooms	11	540	5,940
Offices	7	120	840
Bathrooms	2	250	500
Closets	3	48	144
Hallway	1	1,200	1,200
Multi-purpose room	1	1,200	1,200
Entryway	1	500	500
<b>Total Phase I</b>	<b>26</b>		<b>10,324</b>
<b>Phase II: Years 3-4 under 5-year lease arrangement</b>			
Classrooms	6	540	3,240
Bathrooms	2	250	500
Hallway	1	600	600
<b>Total Phase II</b>	<b>9</b>		<b>4,340</b>
<b>Phase III: Years 4-6 under a second 5-year lease arrangement</b>			
Classrooms	8	540	4,320
Science & STEM Lab	2	600	1,200
Hallway	1	800	800
Extra Offices & Storage Space	6	120	720
Cafeteria	1	1,200	1,200
Bathrooms w/Showers	2	500	1,000
Gymnasium	1	7,200	7,200
<b>Total Phase III</b>	<b>21</b>		<b>16,440</b>
<b>Combined</b>	<b>56</b>		<b>31,104</b>

Because the facilities build-out can occur in three phases, the costs can be managed as the Academy grows from a 1<sup>st</sup> year enrollment of 240 students to a static-state enrollment of 540 students in grades K-8. Below, the chart illustrates the enrollment growth projection for EAPB.

BASE CASE SCHOOL STARTUP SCENARIO							
Grade Level	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2012	2013	2014	2015	2016	2017	2018
Kindergarten	0	60	60	60	60	60	60
1st Grade	0	60	60	60	60	60	60
2nd Grade	0	60	60	60	60	60	60
3rd Grade	0	60	60	60	60	60	60
4th Grade			60	60	60	60	60
5th Grade				60	60	60	60
6th Grade					60	60	60
7th Grade						60	60
8th Grade							60
<b>Total</b>	<b>0</b>	<b>240</b>	<b>300</b>	<b>360</b>	<b>420</b>	<b>480</b>	<b>540</b>

Under current conditions, Exalt's leadership and the Pine Mall's owners estimate that the build-out will cost between \$30 and \$40 per square foot. As the sponsoring agent, Exalt Education has

access to the available loan and grant financing to provide EAPB with the working capital that it needs to build-out and equip the space. Over time, EAPB's financial capacity will expand as its enrollment grows, which will allow the Academy to allocate between 15% and 18% of its budget towards facilities-related expenses.

Over the past 2 ½ years, Exalt's leadership has enabled the Little Rock Preparatory Academy to expand from 70 students in grades 5-6 to 260 students in grades K-7 to 430 students in grades K-8. Over that time, LRPA has expanded from one site to two and allocated over \$500,000 towards facilities improvements, equipment acquisition and other essential amenities. During that same period, LRPA has become financially stronger by paying off low-interest facilities loans and securing new, low-interest cash flow loans.

### **Section XVII. Conflict Of Interest**

The following points are designed to explicitly clarify all areas of the charter application where there is the potential for conflicts-of-interest:

- The sponsoring agent, Exalt Education, is an Arkansas-based non-profit charter school management organization that plans to enter into a service agreement to manage the Academy. Exalt is a non-profit organization that exists for charitable, tax-exempt purposes. It does not have owners. The board of directors of Exalt has approved and abides by a conflict-of-interest policy, which is consistent with the model policy recommended by the Internal Revenue Service.
- The Little Rock Preparatory Academy (LRPA), a school managed by Exalt Education, is a four-year old Arkansas-based non-profit public charter school. LRPA exists to fulfill its mission. It does not have owners. The board of trustees approved and abides by a conflict-of-interest policy, which is included below.
- The Exalt Academy of Pine Bluff (EAPB) will be incorporated as an Arkansas-based non-profit public charter school. The Academy exists to fulfill its mission. It does not have owners. Its board of directors will approve a conflict-of-interest policy, which will be modeled after the policies in place at Little Rock Preparatory Academy and Exalt Education.

In direct response to the questions posed in the guidelines of this section, there are no familial, contractual or paid relationships of any kind in the applicant team. Appropriate measures and safeguards will be taken to ensure that such relationships are not allowed because of the importance to maintaining a single-minded focus on accomplishing our collection mission.

The following Trustee Job Description and Conflict Of Interest policy are taken directly from Little Rock Preparatory Academy, which will serve as a model for EAPB. These documents illustrate the language and practice that will be used to guide the development of the EAPB.

Conflicts-of-interest are present whenever there is the potential for a decision to be made that garners personal compensation or benefit for an individual. Conflicts-of-interest must be managed through proactive disclosure and appropriate measures. A board member, administrator, employee or contractor is actively encouraged to disclose any situation where a conflict-of-interest exists. When the conflict becomes apparent, the individual is recused from the process or decision, which is then handled by other members of the organization who do not have the conflict.



## **Little Rock Preparatory Academy Trustee Job Description**

The purpose of the Board of Trustees is to uphold the mission of LRPA and oversee the fiduciary and legal direction of the school. The daily administration of the school is the responsibility of the Head of School/CEO. The Board, Administration and Faculty of LRPA are committed to putting the best interest of the students of LRPA at the forefront.

As fiduciary guardians of LRPA, Trustees must approve an annual budget that ensures the organization can meet its financial obligations. Trustees must monitor the overall financial health of the organization by reviewing and understanding financial reports provided by the Treasurer and/or an auditor. The Board must implement plans to keep the organization solvent and insist on professional financial practices.

As legal guardians of LRPA, Trustees are bound legally to abide by the rules, procedures, and laws set forth in the organization's charter, articles of incorporation, by-laws, and other state and federal regulations governing the operations of 501(c)3 organizations.

Neither officers nor individual members of the Board have any authority to act independently of the full Board. When they do, it can seriously damage the organization's ability to carry out its mission, board team spirit and LRPA's image in the community.

Confidentiality is expected in all situations.

### **Responsibilities & Expectations**

- Establish sound governance policy and challenging but attainable institutional goals for the organization
- Each Trustee is expected to contribute each year to the Annual Fund fulfilling the goal of 100% Board participation
- Support the fund raising efforts by underwriting events, or contacting individuals, corporations and foundations for financial support
- Understand by-laws and all legal contracts
- Create and update a long-range plan for the organization
- Select and support the Board officers
- Provide the CEO with the resources necessary to operate a successful school
- Hire and evaluate the CEO
- Attend monthly board meetings on the fourth Monday of each month
- Participate in school functions as representatives of the board
- Be a community ambassador for LRPA

Trustees should be familiar with and uphold LRPA's mission, school model (as established by Building Excellent Schools) by-laws, current financial statements and the Case for Support.

## **CONFLICT OF INTEREST POLICY**

**Policy** A Trustee owes certain fiduciary duties, including the duties of loyalty, diligence, and confidentiality to LRPA, which require that a Trustee always act in good faith on behalf of LRPA and not for their own or others' interest.

**Disclosure** A Trustee shall promptly disclose to the Board any personal or outside interest, relationship or responsibility (financial, professional or otherwise) held by the Trustee with respect to any potential or actual transaction, agreement or other matter which is or may be presented to the Board for consideration, even if such interest, relationship or responsibility has otherwise generally been disclosed to LRPA or the Board.

**Recusal** Any Trustee with such an interest, relationship or responsibility which conflicts with the interest of LRPA or its shareholders, shall recuse himself or herself from any reporting, discussions and vote on the issue that gave rise to the conflict and, if necessary, from the Board meeting, or applicable part thereof. Such Trustee may petition to Board Chair for an opportunity to speak to the Board relative to the conflict of interest.

**Resignation** In circumstances where a Trustee has a significant, ongoing and irreconcilable conflict and where such personal or outside interest, relationship or responsibility significantly impedes the Trustee's ability to carry out his or her fiduciary responsibility to LRPA, resignation from the Board or the conflicting interest be required.

**I understand and will fulfill the above Trustee Job Description and abide by the Conflict of Interest Policy.**

Signed, this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Signature of LRPA Trustee

\_\_\_\_\_  
Printed Name of LRPA Trustee

### **Section XVIII. Provision of Supplemental Educational Services**

The Exalt Academy of Pine Bluff (EAPB) will handle the provision of Supplemental Educational Services in an innovative, highly effective manner while meeting applicable state and federal regulatory requirements. EAPB's strategies for providing Supplemental Educational Services is influenced by three basic elements of its program design. These elements are summarized below followed by a description of what the Academy will do in each area of Supplemental Education Services that is a required part of the Charter Application.

#### **1. Differentiated, Performance Leveled instruction**

The Exalt design calls for pre-testing all students at the start of the year and placing them into performance groups. Small group learning is organized so that students receive instruction at their performance level and in the right size groups to meet their needs with ratios of no larger than a 15-to-1 student-to-teacher ratio on average for reading, language and mathematics. Even though the school will only serve 4-6 grade levels in its first 3 years, as many as 8-14 different

performance groups will be organized to meet the needs of students at all places in the achievement continuum.

Throughout the year, students are placement tested periodically. If they are advancing more quickly, they will be placed into higher performance groups. If they are struggling to master material, they may be placed into lower groups. The purpose is to accommodate the individual needs of learners who acquire knowledge, concepts and skills at different paces depending on whether they are in the behavioral, cognitive, social and biological development process.

Last year, over 50% of the students at Little Rock Preparatory Academy were moved from one performance group to another over the course of the year because of changes in their pace of learning. Many of these students were moved up to higher performance groups. Likewise, the Exalt Academy's academic leadership team will monitor student learning and frequently make adjustments to best meet learner needs.

## **2. Five-Person Academic Leadership Team**

At EAPB, an Academic Leadership Team with several critical roles works closely together to provide students with a continuum of services. This team includes the following members:

- The Principal and Director of Academic Programs manages the Academic Leadership Team and ensures that all students are being well-served.
- The Dean of Students circulates through classrooms monitoring student learning, identifying students who are disengaging or struggling with behavioral control, and reengaging these students in instruction.
- The Director of Learner Supports manages the caseload of students with disabilities, coordinates services for students with specialized needs, and convenes the Child Study team, which diagnoses and provides services to students with unique needs.
- The Direct Instruction Coordinator tests students, places them into performance groups, gathers teacher-data on lesson progress and mastery, coaches teachers on how to improve instruction, retests students as necessary, and places students into different performance groups.
- The Core Knowledge Coordinator provides teachers with the scope and sequence for the interdisciplinary blocks and advisory periods, assists them in developing lesson units and daily lesson plans, and ensures that they are providing instruction in multiple modalities to meet different learner needs.

During EAPB's early years, some members of the leadership team will also teach 1-3 courses, but as the Academy expands, it will be able to make these positions full-time administrative roles. Because of the breadth of expertise, complementary expertise, and careful coordination of this Academic Leadership Team, it will be able to adapt the Academy's programs to meet the needs of all learners and provide teachers with the technical support and coaching that they need to serve every child.

## **3. Co-Teachers in Grades K-5**

EAPB will have two teachers co-teaching together in grades K-5. The co-teacher arrangement allows for teachers to work together so that one teacher is delivering lessons to the whole class

while the other is meeting the needs of individual learners within the class *at the same time*. This approach is optimal for both teachers and students.

Because of its commitment to these three basic elements, EAPB will be able to address Supplemental Educational Services as follows:

### **Health Services**

EAPB will take a holistic, community-based approach to the provision of health services for families and students. Specifically, the Academy will initiate relationships with a variety of individual and institutional partners so that students and their families can access a variety of health-related referrals and services, including medical, therapeutic, dental, vision, emergency and extended day care. A qualified nurse will be brought on-site to train front office staff and engage with those families whose students take prescription medicine. Local vision and dental providers will come on-site to provide students with individualized services; if possible, these providers will be engaged at reduced or no cost to families.

### **Special Education**

EAPB will contract with the Arkansas Special Education Consortium (the “Consortium”), which is directed by Donna Broyles, to establish a special education program that is in full compliance with state and federal laws. The Little Rock Preparatory Academy currently contracts with the Consortium, and has been very happy with the services provided by Ms. Broyles.

EAPB’s staffing model calls for the immediate hiring of a Director of Learner Supports to manage the caseload of students with disabilities according to the needs and strategies identified in their individual education plans (IEP’s). This position will report to Ms. Broyles and the Academy’s Principal. The Director of Learner Supports will be responsible for making sure that students who disengage from or struggle with classroom learning are provided with the supports they need to succeed, including psychological, counseling, speech, vision, health, and other disability-related needs.

The Director of Learner Supports will work closely with the Principal, Dean of Students and Direct Instruction Coordinator, who will engage with students who are struggling academically and behaviorally and make programmatic adjustments to best meet the needs of all learners building-wide. Consistent with Federal IDEA legislation, the Academy believes in providing the least restrictive environment for all children and offers a differentiated instructional program that is designed to meet the learning needs of students in an inclusive manner.

Under the Consortium’s oversight, EAPB will retain a contracted provider of specialized services, such as Pediatrics Plus, to provide students with individualized services as needed. The Director of Learner Supports will work full-time on-site at the Academy to make sure that contractors who come to the Academy are provided with the oversight, space, scheduling and other supports that they need to be effective.

### **Guidance Program**

EAPB will request a waiver from the need to provide students with a guidance program. The Academic Leadership Team and the use of a contracted service provider alleviates the need for such a program.

Ark. Code Ann. § 6-18-1001 et seq.; Section 16.01 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts, and the ADE Rules Governing Public School Student Services concerning guidance and counseling services.

### **Alternative Education, including Alternative Learning Environments**

EAPB is requesting a waiver from Arkansas Code Ann. § 6-48-101 et seq. concerning alternative education environments. We are requesting this waiver because Exalt Education's research-based academic design, which will be implemented and supported by the Academic Leadership Team and faculty, will enable EAPB to provide all of our students with the ability to learn and thrive within our inclusive educational settings.

EAPB is committed to serving students consistent with the Individuals with Disabilities Education Act (IDEA), which calls for serving students in the least restrictive environment. If EAPB was to meet the Arkansas Code requirements, it would be at risk of putting students in a more restrictive environment that is necessary given the use of Exalt Education's research-based, best-practices academic design. The Academic Leadership Team will be able to adapt the Academy's programs to meet the needs of all learners and provide teachers with the technical support and coaching that they need to serve every child.

### **Gifted and Talented Program**

EAPB will request a waiver from state regulations related to the provision of programs for gifted and talented learners. Such separate programs are not necessary because of the use of Exalt Education's research-based, best-practices academic design. Through this design, the Exalt Academy will be able to differentiate instruction to meet the needs of all learners. As described at the top of this section, the Exalt Academy will serve gifted and talented students through its primary programs because of performance-leveled instruction and the Academic Leadership Team's engagement in adapting programs to meet the needs of all learners.

In order to fully implement its innovative academic design, the EAPB is requesting a waiver from Ark. Code Ann. §§ 6-20-2208(e)(6) (Monitoring of Expenditures), 6-42-101 et seq. (Gifted and Talented Children – General Prohibitions), and Sections 18.01-18.03 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts (concerning gifted and talented programs).

### **Media Center**

EAPB is requesting a waiver from Arkansas Code Ann. § 6-25-101 et seq. concerning School Library Media Services Programs and Section 16.02 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts. A waiver is requested from these regulations to allow EAPB flexibility in furnishing media services to students. EAPB will provide a rich collection of educational materials to its students, but not in a traditional library setting.

EAPB plans to make a wide range of educational media available to its students via computers and through its technology lab. Students' use of such equipment and materials will be directed toward their utilization as knowledge-acquisition tools, and in furtherance of the Academy's student-development focus. Should a need arise for students to utilize printed media materials beyond those available in the facility, EAPB will engage in relationships with local libraries and the local educational community.

Because of the research and information-transfer capabilities of the Internet, students can obtain the learning resources that they need by using computers in the Academy's technology lab and via mobile computer labs, which will be available to teachers to check out for use in various courses. Technology classes will be offered to students so that they are learning to use computers as a knowledge-acquisition tool in a structured, well-directed environment. Internet filtering, website-protection and computer-monitoring systems and practices will be put in place so that students cannot engage in problematic or destructive behaviors, such as cyber-bullying or viewing of restricted adult content.

### **Transportation**

EAPB does not receive public funding for transportation. Consequently, the Academy will not provide families with home-to-school and school-to-home neighborhood bussing. Even if it could, the Academy's sponsoring agency, Exalt Education, has serious concerns about the efficacy of bussing systems, which frequently expose students to unsafe, unsupervised situations at bus-stops or on busses. In these situations, students are frequently exposed to bullying, drug distribution, cursing, fighting, gang induction, and other dangerous behaviors.

Instead, EAPB will take the following approaches:

- Operate for an extended day, from 7:00 am to 4:30 pm, which allows for parents and guardians to leave their students in a structured, academically rich environment for up to 10 hours;
- Operate for an extended 200-day year, which saves parents and guardians from having to find and pay for alternative options for their children during long summer breaks;
- Engage off-duty policeman to direct parent traffic safely during arrival and dismissal times;
- Explore the potential to retain a transportation provider to transport students to after-care options at the end of the school day for those families who need help with pick-up timing;

Through these benefits, Exalt's leadership team is confident that its families will be better served than they would in many programs that offer neighborhood bussing.

### **Section XIX. Food Services**

Little Rock Preparatory Academy (LRPA) currently uses two state-approved food service vendors:

- *Mom's Catering* delivers catered meals to LRPA's primary school campus, which are distributed for breakfast and lunch. These meals are used to serve a campus with 260 students in grades K-5.

- *Preferred Meal Systems, Inc.* delivered prepackaged meals to LRPA's middle school campus, which are prepared and distributed for breakfast and lunch. These meals are used to serve a campus with 160 students in grades 5-8.

Both vendors are approved to provide meals by the Arkansas Department of Education's Child Nutrition Unit.

LRPA participates in the National School Lunch program. Currently, 80% of the students at LRPA qualify for Federal Free & Reduced Lunch. Applications are completed by all families as part of the standard enrollment registration process. LRPA follows point-of-service requirements to make sure that students are allotted meals in accordance with their free, reduced or paid meal status. Payments are collected from families that do not qualify for free lunch, and these funds are handled directly by the Academy's finance director.

The Exalt Academy of Pine Bluff will establish a food service program consistent with the one in place at LRPA. Personnel of Exalt Education, the non-profit organization that manages LRPA and will manage the Exalt Academy of Pine Bluff, will make sure that the Exalt Academy's management team is fully trained on how to set up and manage the food service program in accordance with federal USDA guidelines and state ADE requirements.

## **Section XX. Parental Involvement**

### **Partnership with Families**

Families will be closely involved in the Exalt Academy of Pine Bluff through a variety of channels. These channels are delineated below:

- "Vote with Their Feet": First, and perhaps most importantly, families will hold the Academy accountable for serving their children by deciding whether or not to enroll their children and stay enrolled. When families leave, the public funding for their children leaves with them, which provides a powerful and direct incentive for the Academy to meet their needs and preferences. Some providers might view this parent choice as a negative, but the Exalt Academy embraces the accountability that exists in an active parent choice environment.
- Start-of-Year Home Visits: Second, families will build strong bonds with the classroom teachers of their students, who are the primary liaison with families. During the month leading up to the start of each academic year, the classroom teachers will schedule appointments and conduct visits to the homes of all enrolled students. During these visits, teachers introduce a Student-Teacher-Parent Covenant, which outlines the primary obligations that all 3 parties make to each other as part of making sure that every student receives an exemplary education.
- Ongoing Teacher Communication: Third, teachers will regularly communicate with families through electronic postings, telephone calls and other means. The Exalt Academy will adopt Engrade, an electronic communication system that provides parents with specific updates on what their child is learning and how s/he is doing in school.

- **Academic Updates:** Fourth, families will receive comprehensive updates on their children's learning at regular intervals throughout the academic year. Report cards with grades in every major subject and notes on student behavior will be distributed to families four times each year. Twice a year – once in mid-fall and once in mid-spring – parents will come into the school for student-led conferences. During these conferences, students will highlight what they are learning and share samples and exhibitions of their academic work.
- **Parent Advisory:** Fifth, a parent advisory board will be organized to support the Academy. This advisory board will consist of parent officers, including a President, Vice President, Treasurer, Secretary and Parent-School Liaison. The advisory board will collect input from the parent collective anecdotally and through surveys. The advisory board will meet with the Academy's management team monthly – two weeks before every monthly meeting of the board of directors. Through this engagement, the parent advisory board will help the Academy clear barriers and provide families with the best possible educational experience. This proposal will include the selection of key stakeholders in the broader community to further enhance the success in both academic gains and financial stability of the school.
- **Scheduled Appointments:** Sixth, key members of the Academy's management team will meet with parents frequently on an appointment-basis, including the Principal, Dean of Students, Office Manager, Direct Instruction Coordinator and Director of Learner Supports. Appointments will be scheduled when students are disengaging from instruction for any reason.
- **School Communications:** Seventh, the Academy will issue a bi-weekly newsletter to all families every other week throughout the year. In this newsletter, the Academy will offer profiles of teachers, showcase events and speakers, provide a calendar of upcoming activities, and post important information such as dress-up uniform days.
- **Board Meetings:** Finally, a communication will go out to all families every month to let them know about regularly scheduled board meetings. At these board meetings, parents and other interested parties within the community will have the opportunity to make remarks directly to the board of directors on any issue of their choosing. The emphasis will be on solving problems and making the Academy better.
- **UAPB - Leadership at Exalt** has engaged conversation and received preliminary support with leadership at UAPB regarding participation in an Academic Enhancement Program designed to engage college students in the School of Education to mentor and/or tutor students at EAPB. This program was implemented successfully at LRPA with the University of Central Arkansas and has the added benefit of potentially augmenting parental education and involvement as well.
- **Community-based Partnerships** – Exalt is keenly interested in becoming a core partner with key stakeholders within the Pine Bluff community to work collaboratively to meet the needs of the students at EAPB and the increasing needs of the community to curb crime, increase population and increase academic gains. Exalt will engage partnering efforts with churches, civic leaders, community and fund development and other school advocates to reach our desired objectives.

Through these ten channels, families will have the opportunity to have a positive impact on the continuous improvement of all aspects of school culture, programs, instruction and management.



## **Section XXI. Waiver Requests**

**Teacher Licensure Waiver Request:** EAPB is requesting a waiver from Ark. Code Ann. §§ 6-15-1004 (concerning qualified teachers in every classroom); 6-17-301 (concerning employment of certified personnel); 6-17-309 (concerning certification to teach particular grade or subject matter); 6-17-401 (concerning teacher licensure requirement); 6-17-902 (concerning definition of teacher); 6-17-919 (concerning warrants void without valid teaching license and contract); Section 15.03 of the ADE Rules Governing the Standards for Accreditation of Public Schools and School Districts; the ADE Rules Governing Waivers for Substitute Teachers; and the ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher:

The Academy requests these waivers because the Exalt educational model, under which it will operate, requires the flexibility to hire teachers and administrators who are best suited to implementing Exalt's unique curriculum and policies to best attain the maximum amount of student achievement and growth. The Academy and Exalt will seek to hire licensed teachers and administrators whenever possible; all teachers hired will be highly qualified. Exalt provides extensive training, support, and supervision for its teachers and administrators.

**Uniform Date for Beginning and End of School Year and Length of School Day:** EAPB is requesting a waiver from Ark. Code Ann. § 6-10-106 (uniform date for beginning and end of school year) and Ark. Code Ann. § 6-16-102 (length of school day) because the Exalt education model requires an extended school year. Exalt's focus is on children from underserved communities who often do not have the same educational enrichment activities outside of school as children from more affluent communities. Therefore, Exalt builds many of these enrichment activities into its curriculum, necessitating an extended school year.

**School District Boards of Directors and School Board Elections:** EAPB is requesting a waiver from Ark. Code Ann. § 6-13-601 et seq. (school district boards of directors) and Ark. Code Ann. § 6-14-101 et seq. (school board elections). The Academy's governance structure, like any open-enrollment public charter school, was created and has operated since the grant of the initial charter pursuant to the Arkansas Charter Schools Act of 1999 (Ark. Code Ann. § 6-23-101 et seq.; specifically, Ark. Code Ann. §§ 6-23-302, 303, 306 and 401). The Academy is requesting this waiver from the listed statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance structure contained in our charter.

**Daily Planning Period:** EAPB is requesting a waiver from Ark. Code Ann. § 6-17-114 (concerning daily planning period) because the Exalt Education model requires the flexibility to adapt teacher schedules to its unique curriculum and practices regarding curriculum planning and teacher support. Exalt places great emphasis on planning and monitoring teacher and student performance and ensures that teachers have the support they need to plan effectively.

**Non-Instructional Duties:** EAPB is requesting a waiver from Ark. Code ann. § 6-17-117 (concerning non-instructional duties) because the Academy uses the Exalt educational model, which requires the flexibility to assign duties to maximize use of teacher and administrator time.

**Certified Personnel Policies and Committees:** EAPB is requesting a waiver from Ark. Code Ann. § 6-17-201 et seq. (concerning certified personnel policies and committees) because the Academy will operate under the Exalt model, which develops and executes standardized personnel policies and procedures in accordance with applicable laws and best practices. This waiver request is complimentary to other waivers requested concerning the Teacher Fair Dismissal Act (Ark. Code Ann. § 6-17-1501 et seq.) and the Public School Employee Fair Hearing Act (Ark. Code Ann. § 6-17-1701 et seq.).

**Teacher Fair Dismissal Act and Public School Employee Fair Hearing Act:** EAPB is requesting a waiver from Ark. Code Ann. § 6-17-1501 et seq. (Teacher Fair Dismissal Act, Ark. Code Ann. § 6-17-1701 et seq. (Public School Employee Fair Hearing Act), and Ark. Code Ann. § 6-17-2201 et seq. (Classified School Employee Minimum Salary Act) because the Exalt educational model requires the flexibility to hire and retain the most highly qualified teachers available. In addition, Exalt teachers (as well as administrators) are expected to be highly responsive to the needs of students and their families.

**Classified Personnel Policies and Committees:** We request a waiver from Ark. Code Ann. § 6-17-2301 et seq. (concerning classified personnel policies and committees) because the Academy will operate under the Exalt model, which develops and executes standardized personnel policies and procedures in accordance with applicable laws and best practices.

**Gifted and Talented Children:** EAPB is requesting a waiver from Ark. Code Ann. § 6-42-101 et seq. (gifted and talented children) and Sections 18.01-18.03 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts (concerning gifted and talented programs) because, under the Exalt education model, each child is taught at his or her own level. Accordingly, each child is given the opportunity to develop his or her own gifts and talents and the Academy will not designate certain children as “gifted and talented”, thus excluding others from enriched programs.

**Alternative Education Environments:** EAPB is requesting a waiver from Ark. Code Ann. § 6-48-101 et seq. concerning alternative education environments. We are requesting this waiver because Exalt Education’s research-based academic design, which will be implemented and supported by the Academic Leadership Team and faculty, will enable EAPB to provide all of our students with the ability to learn and thrive within our inclusive educational settings.

EAPB is committed to serving students consistent with the Individuals with Disabilities Education Act (IDEA), which calls for serving students in the least restrictive environment. If EAPB was to meet the Arkansas Code requirements, it would be at risk of putting students in a more restrictive environment that is necessary given the use of Exalt Education’s research-based, best-practices academic design. The Academic Leadership Team will be able to adapt the Academy’s programs to meet the needs of all learners and provide teachers with the technical support and coaching that they need to serve every child.

**Support Services:** EAPB is requesting a waiver from Ark. Code Ann. § 6-18-1001 et seq. and Section 16.01 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts, and the ADE Rules Governing Public School Student Services

concerning guidance and counseling services. The Academy is requesting this waiver because the Exalt model includes a full array of support services that have proven effective in supporting students and families. More information on these services is contained within the Supplemental Education Services description of this application. EAPB will be a college preparatory school and, as such, will offer each student high school and college matriculation counseling and related services through the hiring of a Director of College & Career Advancement, which will take place when the Academy has grown into the middle school grades 6-8.

**Media Center:** EAPB is requesting a waiver from Arkansas Code Ann. § 6-25-101 et seq. concerning School Library Media Services Programs and Section 16.02 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts. A waiver is requested from these regulations to allow EAPB flexibility in furnishing media services to students. EAPB will provide a rich collection of educational materials to its students, but not in a traditional library setting.

EAPB plans to make a wide range of educational media available to its students via computers and through its technology lab. Students' use of such equipment and materials will be directed toward their utilization as knowledge-acquisition tools, and in furtherance of the Academy's student-development focus. Should a need arise for students to utilize printed media materials beyond those available in the facility, EAPB will engage in relationships with local libraries and the local educational community. More information on EAPB's provision of media services is included in the Supplemental Educational Services section of this application under "Media Center".

**Teacher Compensation:** EAPB is requesting a waiver from Arkansas Code Ann. §§ 6-17-2401 et seq. concerning teacher compensation. This waiver is requested in order that EAPB may utilize its own salary and compensation method for paying teaching and administrative staff, which conforms to and is an extension of the Exalt academic design and school-operating practice.

EAPB has included as a required attachment a method for evaluating incoming employees and determining the correct compensation levels based upon individual qualifications. In addition to negotiating a base salary with incoming employees, EAPB will offer discretionary performance bonuses, which will be paid out twice annually (once before the winter break and once before the end of the year). EAPB will also offer as well a full range of benefits consistent with the Arkansas Teacher Retirement System (ATRS) requirements and the State of Arkansas Employee Benefits' Division related to health insurance.

**Monitoring of Expenditures:** EAPB is requesting a waiver from Ark. Code Ann. § 6-20-2208(e)(6) concerning the Monitoring of Expenditures), 6-42-101 et seq. (Gifted and Talented Children – General Prohibitions), and Sections 18.01 – 18.03 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts concerning gifted and talented programs. EAPB is requesting this waiver as it believes that its unique academic design and delivery system will enable it to properly provide for the academic needs of gifted students without the need for a separate enrichment program.

## **Section XXII. Desegregation Analysis**

In accordance with Section 4.02.3.3 of the Arkansas Department of Education's Rule Governing Public Charter Schools, the Exalt Academy of Pine Bluff (EAPB) is ready to prepare a desegregation analysis in conjunction with its charter application should one be requested by the Arkansas Department of Education. In addition, EAPB will comply with all applicable federal and state requirements regarding the creation and maintenance of desegregated public schools.

EAPB plans to open with a first-year enrollment of 240 students in grades K-3 in August 2013. Over 6 years, the Academy's enrollment will expand by 60 students per year to a full enrollment of 540 students in grades K-8. The Academy expects to serve families from within the city limits of Pine Bluff, specifically from within the district boundaries of the Pine Bluff School District and the Dollarway School District. EAPB does not plan to recruit students from within the White Hall School District or the Watson Chapel School District. The racial composition of the City of Pine Bluff is 67% African American, 32% Caucasian and 1% of other ethnicities.

The Jefferson County Region, which surrounds Pine Bluff, is socioeconomically segregated by neighborhood just as are many other urban areas all over the nation. Most African American students are enrolled in 3 area districts: Pine Bluff, Dollarway and Watson Chapel. Most White students are enrolled in the White Hall School District. See the chart below for greater detail on the ethnicity of students in these districts.

<b>Jefferson County District Ethnic Composition in 2011-2012</b>						
<b>District</b>	<b>Black</b>	<b>White</b>	<b>Hispanic</b>	<b>Biracial</b>	<b>Other</b>	<b>Total</b>
<b>Pine Bluff School District</b>	95.8%	2.1%	0.7%	1.2%	0.3%	100.0%
<b>Dollarway School District</b>	92.3%	5.7%	0.9%	0.7%	0.3%	100.0%
<b>White Hall School District</b>	14.7%	77.3%	3.0%	1.4%	3.5%	100.0%
<b>Watson Chapel School District</b>	69.4%	28.6%	1.3%	0.1%	0.6%	100.0%

EAPB plans to serve students in the Pine Bluff and Dollarway School Districts, which are both situated fairly close to the center of the Pine Bluff Metropolitan Area. The Academy does not plan to serve students in White Hall, which is situated to the Northeast of Pine Bluff, nor does it plan to serve students who live in Watson Chapel, which is situated to the Southeast of Pine Bluff across Interstate 530.

EAPB's opening is unlikely to have a significant impact on any public school district in Arkansas with respect to compliance with any court order or statutory desegregation obligations, or efforts to desegregate or to maintain unitary status. The Exalt Academy's student body is likely to be similar to the demographics of the Pine Bluff School District and the Dollarway School District, which are both predominately African American.

Over the long term, EAPB's growth and expansion may contribute positively to the desegregation of the Pine Bluff Metropolitan Statistical Area. Segregation can only end when families of limited income, who are disproportionately minority, have gained widespread access to high quality schools that equip their children with the knowledge, skills and attributes to learn, achieve at high levels, and access college and career opportunities in equal measure with their more affluent peers. EAPB will seek to realize that goal for the families of Pine Bluff, many of whom are presently confined in chronically low performing public schools.



## PLANTING SEEDS OF CHANGE IN PINE BLUFF

A Town Hall Meeting

Presented To: Citizens of Pine Bluff, Arkansas

Presented By: Founding Team, Exalt Academy of Pine Bluff

6:00 – 8:00 pm, August 28, 2012

## PLANTING SEEDS OF CHANGE IN PINE BLUFF

A Town Hall Meeting



### AGENDA

- Introduction.....6:15
- Needs Assessment.....6:25
- Exalt Education.....6:45
- Exalt Academy of Pine Bluff.....6:50
- Little Rock Preparatory Academy.....6:55
- Transforming the Community.....7:15
- Question & Answer.....7:20

## Town Hall Meeting: Introduction

### Pine Bluff History Lesson

What changed in 1970?

Why is 50,000 a magic number?

In what category is Pine Bluff ranked 3<sup>rd</sup> among the top 344 U.S. metro areas?

What do 85% of elementary & middle schools in Pine Bluff & Dollarway share in common?

How many students do the Pine Bluff and Dollarway School Districts enroll in grades K-9?

Why could Pine Bluff beat the odds?

How can Exalt Education help?

## Needs Assessment Exercise



- What do you think Pine Bluff needs?
- What are Pine Bluff's greatest assets?



## Needs Assessment



- Population Growth
- Crime Activity
- School Performance
- Economic Development

## Population Growth



### History

- 1850-1970: Population trending up
- 1970-2010: Population trending down
- 2000-2010: City experiences 11% decline

### What does it matter?

- Cities below 50,000 lose federal funding:
  - U.S. HUD Community Development Grants
  - U.S. DT Transit Capital Grants
- Example: Niagara Falls, New York

Pine Bluff Population Trend		
Census	Pop.	%±
1850	460	—
1860	1,396	203.50%
1870	2,081	49.10%
1880	3,203	53.90%
1890	9,952	210.70%
1900	11,496	15.50%
1910	15,100	31.40%
1920	19,300	27.80%
1930	20,800	7.80%
1940	21,300	2.40%
1950	37,200	74.60%
1960	44,000	18.30%
1970	57,400	30.50%
1980	56,600	-1.4%
1990	57,100	0.90%
2000	55,085	-3.5%
2010	49,083	-10.9%

sources: [25][26]

## Crime Activity



OVERALL: 344 METROPOLITAN AREAS			
MOST DANGEROUS 25 CITIES			
1	Detroit-Livonia-Dearborn, MI M.D.	14	Saginaw, MI
2	Memphis, TN-MS-AR	15	Albuquerque, NM
3	Pine Bluff, AR	16	Little Rock, AR
4	Las Vegas-Paradise, NV	17	Yakima, WA
5	Florence, SC	18	Tucson, AZ
6	Myrtle Beach, SC	19	Oakland-Fremont, CA M.D.
7	Flint, MI	20	Macon, GA
8	Stockton, CA	21	Phoenix-Mesa-Scottsdale, AZ
9	Jackson, TN	22	Houston, TX
10	Shreveport-Bossier City, LA	23	Modesto, CA
11	Miami-Dade County, FL M.D.	24	Sumter, SC
12	Charlotte-Gastonia, NC-SC	25	Alexandria, LA
13	Hot Springs, AR	* 2009 Morgan Quitno Ranking	

- 3<sup>rd</sup> highest crime of 344 metropolitan area
- Higher than Hot Springs & Little Rock (not by much)
- 2004-2010: Crime 320% higher than U.S. average

## School Performance



### Pine Bluff & Dollarway School Districts

Attributes of Pine Bluff & Dollarway School Districts in 2011-2012 Year			
Elementary Schools	Students	Grade Levels	Performance
Alzheimer Martin Elementary	85	K - 5	Priority
Broadmoor Elementary	393	K - 5	
Greenville Elementary	325	K - 5	Priority
Matthews Elementary	201	K - 5	III
Oak Park Elementary	413	K - 5	III / Priority
Southwood Elementary	353	K - 5	III
Townsend Park Elementary	354	K - 5	III
W.T. Cheney Elementary	366	K - 5	
Thirty-Fourth Ave. Elementary	398	K - 5	III
Middle Schools			
Belair Middle	338	6-8	III / Priority
Jack Robey Junior High	685	8-9	Priority
Robert F. Morehead Middle	336	6-8	Priority
Southeast Middle	372	6-8	III
9 Elementary & 4 Middle Schools	4,619	K-9	85%

85% of primary & middle schools low-performing.



## Economic Development



### History of Diversified Industry

- Agriculture
- Food Processing & Packaging
- Transportation: Trucking, Railroad, Air
- Paper Mills
- Retail Centers
- Banking
- U.S. Military Arsenal
- Regional Health Care
- Department of Corrections
- Convention Center

How long will businesses last in poor conditions?

## Community Development



### Harnessing Institutional Capacity

- Churches
- Jefferson County Alliance
- Greater Pine Bluff Chamber of Commerce
- City of Pine Bluff
- Jefferson County Seat
- Community Centers
- Early Age Care
- Parks & Recreation
- Others

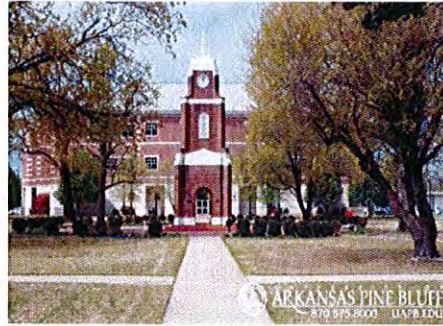


## Seeds of Change: 2005-2012



### Recent Signs of Hope

- Expansion of University of Arkansas Pine Bluff
- Donald W. Reynolds Community Services Center
- First African American Mayor
- Farmers' Market Pavilion
- Downtown Business Incubator
- **Exalt Education seeks to open transformative new public school**



## Town Hall Meeting Introduction

### **Pine Bluff History Lesson**

What changed in 1970?	Pine Bluff started population decline for 1 <sup>st</sup> time in 120 years.
Why is 50,000 a magic number?	Cities under 50,000 lose access to Federal funding programs.
In what category is Pine Bluff ranked 3 <sup>rd</sup> among the top 344 U.S. cities?	Ranked 3 <sup>rd</sup> most violent city in America in 2009.
What do 85% of primary & middle schools in Pine Bluff & Dollarway share in common?	Among lowest performing schools in state of Arkansas.
How many Pine Bluff & Dollarway students in grades K-9?	4,619 students
Why could Pine Bluff beat the odds?	Many reasons.
How can Exalt Education help?	Center for transformative change.

## PLANTING SEEDS OF CHANGE IN PINE BLUFF

A Town Hall Meeting



### AGENDA

- Exalt Education
- Exalt Academy of Pine Bluff
- Little Rock Preparatory Academy

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## Exalt Education Mission



Non-profit Arkansas organization with 790 students in grades K-8 at 3 locations.

Prepare students from underserved communities for competitive colleges and advanced careers by:

- Providing a liberal arts education,
- Closing the achievement gap,
- Ensuring mastery of the core subjects, and
- Developing the key behaviors required for success, citizenship, and leadership in their communities.

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## What makes us different?



### KEY SUCCESS FACTORS

- High expectations & accountability
- Longer school day & year
- Multi-modal learning environment
- Co-teacher model
- Differentiated instruction
- Proven, research-based programs
- Strong governance model
- Innovation leadership values & HR practices
- Greater teacher ownership & opportunity

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## Exalt Academy of Pine Bluff



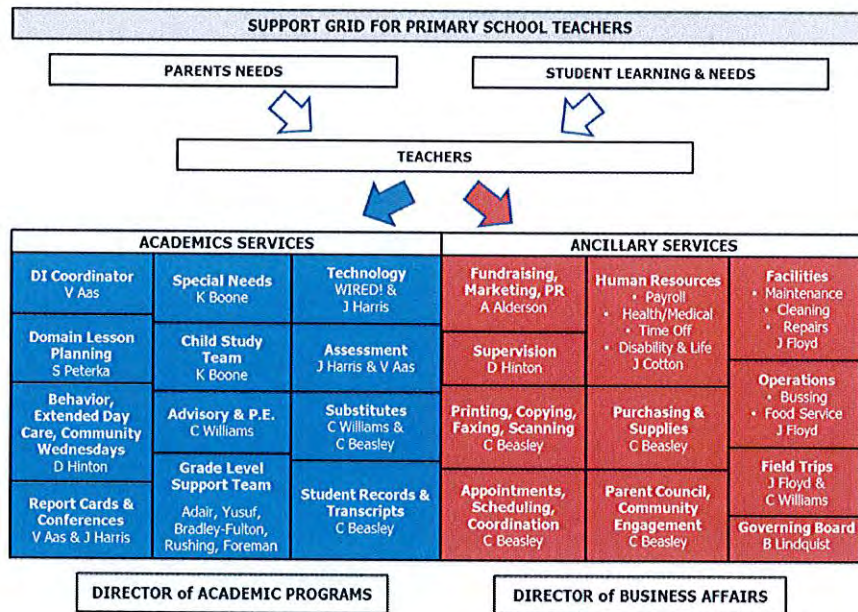
### SCHOOL STARTUP PLAN

BASE CASE SCHOOL STARTUP SCENARIO							
Grade Level	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2012	2013	2014	2015	2016	2017	2018
Kindergarten	0	60	60	60	60	60	60
1st Grade	0	60	60	60	60	60	60
2nd Grade	0	60	60	60	60	60	60
3rd Grade	0	60	60	60	60	60	60
4th Grade			60	60	60	60	60
5th Grade				60	60	60	60
6th Grade					60	60	60
7th Grade						60	60
8th Grade							60
<b>Total</b>	<b>0</b>	<b>240</b>	<b>300</b>	<b>360</b>	<b>420</b>	<b>480</b>	<b>540</b>

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## EXALT ACADEMY OF PINE BLUFF: SCHOOL STAFFING PLAN



## Exalt Academy of Pine Bluff



### CHARTER APPLICATION TIMELINE

- June 30, 2012: Letter of Intent
- **August 28, 2012: Public Hearing**
- August 31, 2012: Charter Application filed with  
Arkansas Department of Education
- September 2012: Local District decision on Application
- December 2012: Application goes to  
Arkansas State Board of Education
- February 2013: Decision on Charter Application



## Who does LRPA serve?



**Community public charter school that serves students in grades K-8 from most underserved region of Little Rock.**

Primary Student Attributes	LRPA	Little Rock School District	State of Arkansas
Qualify for Federal Free & Reduced Lunch	80%	70%	60%
African American	98%	68%	21%
From Central Little Rock	70%	23%	0.01%

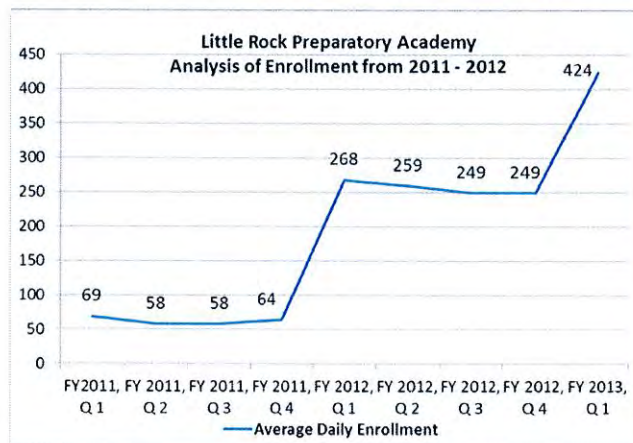
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## Strong Enrollment Growth & Waiting List Demand



**Enrollment growth over 600% in past 24 months with over 350 students currently on waiting list.**



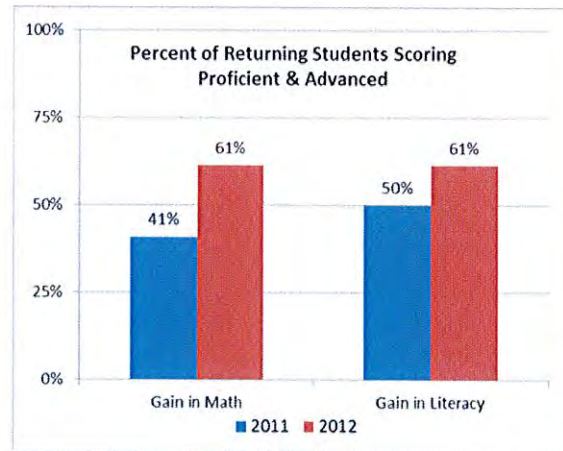
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## Impressive Achievement Gains



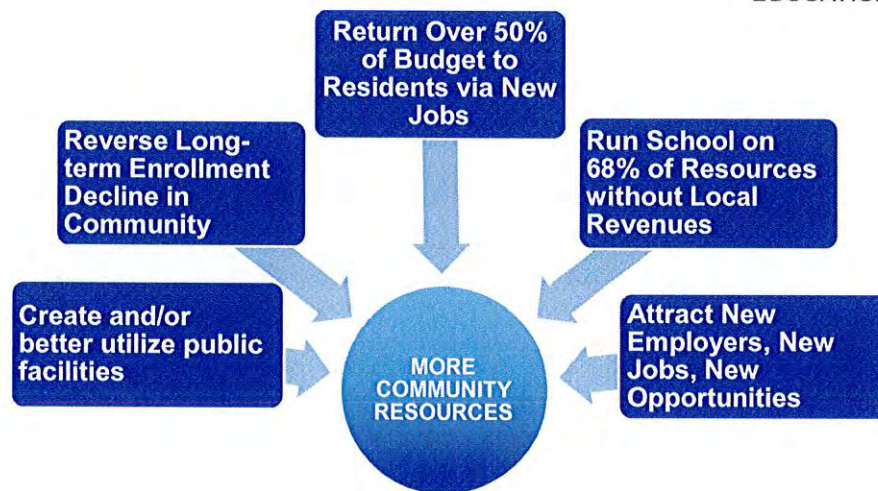
**In 1 year, between 11% and 20% more returning students scored Proficient or Advanced on the State Benchmark Exams.**



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## Multiply Community Resources





## Change Public Views of School Quality



### Reverse Public Perception

- That schools are low performing
- That schools are unsafe
- That students can't be served

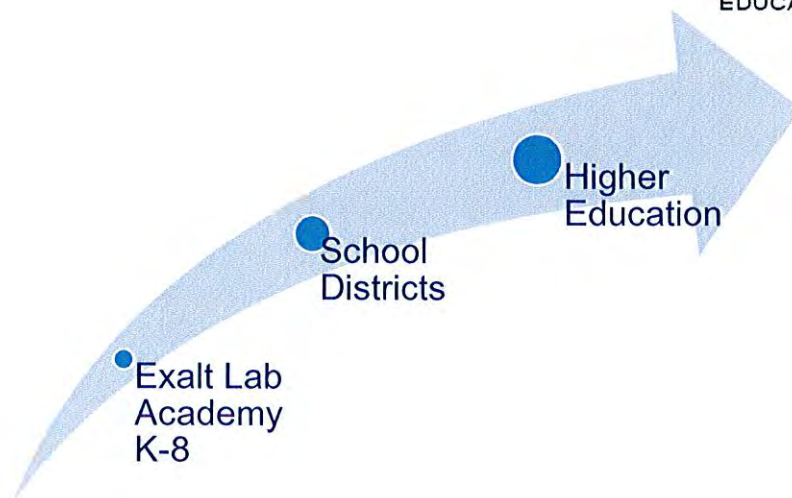
### Effectively Serve At-Risk

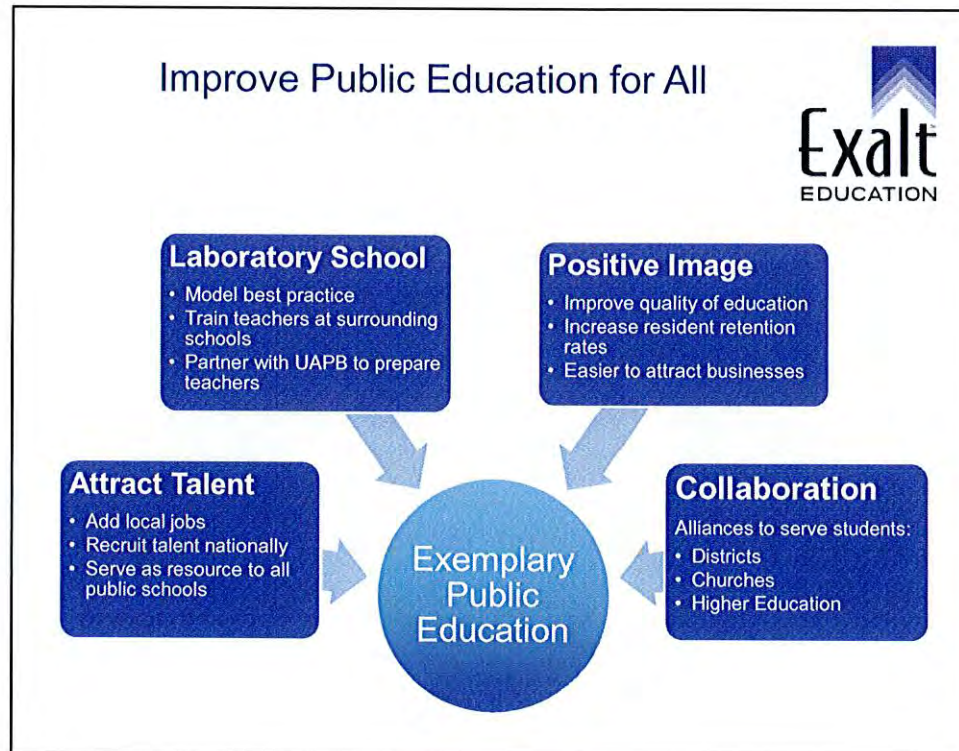
- Curb drop out rate
- Reduce violence & adjudication
- Keep kids off streets during most at-risk hours

### Increase Performance

- Readiness for high schools
- Preparation for colleges
- Lifelong earnings potential

## Collaborate to Achieve Excellence





**QUESTIONS & ANSWER**

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## Exalt Academy of Pine Bluff

UAPB HPER Complex Lecture Hall	Date: August 28, 2012
Company: Exalt Education Inc.	Time: 6:00 PM

### Town Hall Meeting

Printed Name	Signature	Phone/Comments
1. Carolyn Nance	Carolyn Nance	
2. Zakyiah Nance	Zakyiah Nance	
3. Floretta P. Scott	Floretta P. Scott	870 692 4546
4. Steven Mays	Steven Mays	870-718-5869
5. Ophelia Evans	Ophelia Evans	870-341-1004
6. Carla Evans	Carla Evans	870-489-8674
7. Stella Savage	Stella Savage	870-541-0101
8. Willie Mae Nesby	Willie Mae Nesby	870-267-0212
9. Della M. Horace	Della M. Horace	870-534-4968
10. George Stepps	George Stepps	870-872-9316
11. Lonella Ringo	Lonella Ringo	870-534-8853
12. Tripp Walter	Tripp Walter	501-442-4300
13. Brenda Stewart	Brenda Stewart	870 550 6569
14. Maryma Stewart	Maryma Stewart	870 550 6569
15. Joyce Jackson	Joyce Jackson	870-692-0714
16. James Jackson	James E. Jackson	870 692-6666
17. Quentin Thompson	Quentin Thompson	870 692-1905
18. Jay Jackson	Jay Jackson	870-550-0495
19. Faye Scott	Faye Scott	501-680-5815
20. Janice Butler-McGowan	Janice Butler-McGowan	817-707-1871

## PUBLIC HEARING NOTICES

Pine Bluff Commercial

August 28, 2012

Original Date

**NOTICE OF PUBLIC HEARING:**

Exalt Education, Inc., a not-for-profit Arkansas-based organization, proposes to operate an open enrollment public charter school for the Pine Bluff community. A public hearing to inform the public and gather information regarding the proposed school, Exalt Academy of Pine Bluff, will be held on:

**August 22, 2012 at 6:00 pm****UAPB, K.L. Johnson**

**HPER Complex, Lecture Hall, 1500 L.A. Prexy Drive, Pine Bluff, AR 71601.**

The school's mission is to prepare students from under-served communities for competitive colleges and advanced careers by ensuring mastery of core subjects and developing the key behaviors required for success, citizenship and leadership in their communities and beyond.

Revised Date

**NOTICE OF NEW DATE FOR PUBLIC HEARING:**

Exalt Education, a non-profit Arkansas-based organization, proposes to operate an open-enrollment public charter school for the Pine Bluff community. Freddie Scott, a 1970 graduate of Pine Bluff's Southeast High School who played professional football for 11 years and was inducted into the National College Football Hall of Fame, will host a Town Hall Meeting regarding the proposed school on:

**Tuesday, August 28, 2012 at 6:00 pm**

**UAPB, K.L. Johnson HPER Complex, Lecture Hall  
1500 L.A. Prexy Davis Drive, Pine Bluff, AR 71601**

The Exalt Academy of Pine Bluff's mission is to prepare students from under-served communities for competitive colleges and advanced careers by ensuring mastery of the core subjects and developing the key behaviors required for success, citizenship and leadership in their communities and beyond.

**Refreshments will be served.**

DTI

Jser: MSAVAG Date: 08/27/2012

Page: 1

## Advertising Order

EXALT EDUCATION  
1818 NORTH TAYLOR ST  
Little Rock, AR 72207

Client Id.: 102047  
Telephone: (501) 683-0085  
Fax:  
Advertiser: 102047

Order #: 83338  
P.O. #:  
Reference:

Advertiser: EXALT EDUCATION  
Salesrep: MARGIE SAVAGE  
Caption: notice of public meeting  
Color: Black & White  
Position: None

Proof: No  
Coupon: No

Publication	Date	Ad #	Suppl.	Section	Class.	Description	Ad Size	Total Size	Rate	Price
PINE BLUFF COMMERCIAL	08/01/2012	235904		MAIN		AD RATE	2 0 x 4 0000	8 00	15 00	120.00
PINE BLUFF COMMERCIAL	08/08/2012	235905		MAIN		AD RATE	2 0 x 4 0000	8 00	15 00	120.00
Total:										240.00

Publication	Date	Ad #	Suppl.	Section	Class.	Description	Ad Size	Total Size	Rate	Price
PINE BLUFF COMMERCIAL	08/10/2012	237674		MAIN		AD RATE	2 0 x 4 0000	8 00	15 00	120.00
PINE BLUFF COMMERCIAL	08/14/2012	237675		MAIN		AD RATE	2 0 x 4 0000	8 00	15 00	120.00
PINE BLUFF COMMERCIAL	08/21/2012	237677		MAIN		AD RATE	2 0 x 4 0000	8 00	15 00	120.00

**Exalt Academy of Pine Bluff**

Total: 360.00



August 8, 2012

Dr. Linda Watson, Superintendent  
Pine Bluff School District  
512 South Pine Street  
Pine Bluff, AR 71601

Dear Dr. Watson,

This letter is to inform you that Exalt Education will be holding a public hearing to discuss our plans to submit an application to the Arkansas State Board of Education to open a public charter school in the Pine Bluff area.

The hearing will take place on Tuesday, August 28, 2012 at 6:00 pm  
UAPB, School of Education, Dawson-Hicks Hall Auditorium, Room 106  
1200 N. University Drive, Pine Bluff, AR 71601. All are welcome to join us  
and learn more about the proposed school.

Best Regards,

Benjamin J. Lindquist  
Founder & CEO

1818 North Taylor Street #353 > Little Rock, AR 72207-4637 > p 501.683.0085 > f 501.683.2948



SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<p>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</p> <p>■ Print your name and address on the reverse so that we can return the card to you.</p> <p>■ Attach this card to the back of the mailpiece, or on the front if space permits.</p>		<p>A. Signature X <u>Barry Hoover</u> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p>	
<p>1. Article Addressed to: Dr. L. Watson, Superintendent Pine Bluff School District 512 South Pine Street Pine Bluff, AR 71601</p>		<p>B. Received by (Printed Name) <u>Barry Hoover</u></p> <p>C. Date of Delivery <u>8-10-12</u></p>	
<p>2. Article Number (Transfer from service label) <u>9171 9690 1018 9003 0227 49</u></p>		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No If YES, enter delivery address below:</p>	
PS Form 3811, February 2004		Domestic Return Receipt 102595-02-M-1540	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<p>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</p> <p>■ Print your name and address on the reverse so that we can return the card to you.</p> <p>■ Attach this card to the back of the mailpiece, or on the front if space permits.</p>		<p>A. Signature X <u>Frank Anthony</u> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p>	
<p>1. Article Addressed to: Frank Anthony, Superintendent Dollarway School District 4900 Dollarway Rd. Pine Bluff, AR 71602</p>		<p>B. Received by (Printed Name) <u>Frank Anthony</u></p> <p>C. Date of Delivery <u>8-10-12</u></p>	
<p>2. Article Number (Transfer from service label) <u>9171 9690 1018 9003 0227 56</u></p>		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No If YES, enter delivery address below:</p>	
PS Form 3811, February 2004		Domestic Return Receipt 102595-02-M-1540	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<p>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</p> <p>■ Print your name and address on the reverse so that we can return the card to you.</p> <p>■ Attach this card to the back of the mailpiece, or on the front if space permits.</p>		<p>A. Signature X <u>Patty Rushing</u> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p>	
<p>1. Article Addressed to: Dr. Larry Smith - Superintendent White Hall School District 1020 W. Holland Ave. White Hall, AR 71602</p>		<p>B. Received by (Printed Name) <u>Patty Rushing</u></p> <p>C. Date of Delivery <u>8-22-12</u></p>	
<p>2. Article Number (Transfer from service label) <u>7012 0470 0001 6412 3132</u></p>		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No If YES, enter delivery address below:</p>	
PS Form 3811, February 2004		Domestic Return Receipt 102595-02-M-1540	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<p>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</p> <p>■ Print your name and address on the reverse so that we can return the card to you.</p> <p>■ Attach this card to the back of the mailpiece, or on the front if space permits.</p>		<p>A. Signature X <u>Debbie Stone</u> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p>	
<p>1. Article Addressed to: Danny Hazelwood - Superintendent Watson Chapel School Dist. 4100 Camden Rd. Pine Bluff, AR 71603</p>		<p>B. Received by (Printed Name) <u>Debbie Stone</u></p> <p>C. Date of Delivery <u>8-22-12</u></p>	
<p>2. Article Number (Transfer from service label) <u>7012 0470 0001 6412 2326</u></p>		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No If YES, enter delivery address below:</p>	
PS Form 3811, February 2004		Domestic Return Receipt 102595-02-M-1540	

Exalt Academy of Pine Bluff



# Exalt Academy of Pine Bluff School Calendar 2013-2014

## DRAFT

### Preparations for 2013-14 Year

**Summer - Staff Development**  
TBA



**First Day of School**

August 14, 2013 (HALF DAY)



**Oct. 25: 1st Quarter Ends**

**Jan. 24: 2nd Quarter Ends**

**Apr. 17: 3rd Quarter Ends**

**June 27: 4th Quarter Ends**



**Early Dismissal at 1:00 pm**

Every Wed. Staff Development



**Exalt Open House**

6:15 pm - 8:15 pm



**No School/All Campus**

Sept. 2 - Labor Day

Oct. 18 - Faculty Workshop

Nov. 25-29 - Thanksgiving Break

Dec. 21 - Faculty Workshop

Dec. 20 - Faculty Workshop

Dec. 23-Jan. 3 - Winter Break

Jan. 20 - MLK, Jr. Holiday

Feb. 14 - Faculty Workshop

March 14 - Faculty Workshop

Mar. 17-21 - Spring Break

Apr. 18 - Faculty Workshop

May 26 - Memorial Day



**Last Day of School**

June 27, 2014 (HALF DAY)

### Total Instructional Days

**200 Instructional Days**

(9-Hour Days on M, T, Th, and F)

(5.5-Hour Days on Wednesday)

### August-13

13 school days

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### September-13

20 school days

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

### October-13

22 school days

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### November-13

16 school days

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

### December-13

14 school days

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### January-14

19 school days

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### February-14

19 school days

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

### March-14

15 school days

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### April-14

21 school days

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

### May-14

21 school days

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### June-14

20 school days

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

### July-14

0 school days

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## Exalt Academies Sample Schedule for Primary Grades K-5

The chart below illustrates the daily schedule for students in grades K-5. As the chart notes, students are expected to arrive between 7:00 and 7:30 am and depart between 4:30 and 5:00 pm each day. At the bottom of the chart, the section titled “Multi-modal Learning Times” illustrates the different modalities in which students will learn each day. The time spent learning individually and in small groups is expected to exceed the listed minimums.

Exalt Academies: Sample Schedule for Primary Grades K-5				
-- Track 1 --				
Daily Schedule	Academic Blocks	Subject Focus	Teachers	Minutes
7:30 - 8:30	Advisory	Individual Study	1	60
8:30 - 9:00	Assembly		1	30
9:00 - 10:30	Period 1	Literacy	2	90
10:30 - 10:50		Morning Recess	1	20
10:50 - 11:50	Period 2	Math	2	60
11:50 - 12:30	Period 3	Phy Ed / Health	1	40
12:40 - 1:00	Lunch	Supervised		30
1:00 - 1:50	Period 4	Humanities	2	50
1:50 - 2:40	Period 5	Natural World	2	50
2:40 - 3:00		Afternoon Recess	1	20
3:00 - 4:00	Period 6	Global Studies	2	60
4:00 - 4:30	Advisory	Individual Study	1	30
Total Instructional Minutes				<b>510</b>
Total Instructional Hours				<b>8.5</b>
Multi-Modal Learning Allocation			Minutes	Percent of Day
Individual, Self-Paced Learning			90	18%
Small Group Guided Learning			150	29%
Whole Class Learning			160	31%
Large Group Learning / Structured Play			110	22%
<b>Total</b>			<b>510</b>	<b>100%</b>



# OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL FACILITIES UTILIZATION AGREEMENT

Lessor (Owner): Pine Bluff Income Properties, LLC

Lessee (Tenant): Exalt Academy of Pine Bluff

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

Facility is vacant. It is a former Goody's department store.

OR SAME  
SQUARE  
FOOTAGE  
INTERIOR TO  
THE MALL

Premises: 2901 Pines Mall Drive, #527 Pine Bluff, AR 71601

Total space is 25,367sf *SPACE AS IS*

Terms of Lease: Five (5) Years

*NETS*  
YEARS

Rental Amount: \$2.37/SF (\$60,000/year for entire space)

*1-2 \$0*  
*3 \$1.00 PSF.*  
*4 \$1.50 PSF*  
*5 \$2.00 PSF*

Contingency:

The terms of this agreement are contingent upon Exalt Education (sponsoring entity) receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2013.

*ELECTRICITY \$2000/MO*  
*TRASH \$600/MO*

Statutory Language Concerning No Indebtedness: No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee:

Exalt Academy of Pine Bluff

By *[Signature]*

Date *8/30/12*

Lessor:

Pine Bluff Income Properties, LLC

By *[Signature]*

Date *8/30/12*

**Public Charter School Application**  
**Estimated Budget Worksheet, Year One (2013-2014)**

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		240
2	No. of Students (240_) x \$6,267.00 State Foundation Funding		\$
3			1,504,080.00
4	No. of Students (240____) x \$42.38 Professional Development		\$
5	No. of Students (240____) x eligible rate* NSLA Funding		10,171.20
6	Total State Charter School Aid		\$
7			247,920.00
8	Other Sources of Revenues:		\$
9	Private Donations or Gifts	\$50,000	
10	Title I Grant	\$	
	Title VIB Grant	96,720.00	
		\$	
		12,000.00	
11	Child Nutrition Reimbursement	\$	
		143,184.00	
12	Lunch Sales	\$	
		4,416.00	
13	Walton Family Foundation Grant	\$250,000	
14	Total Other Sources of Revenues		\$556,320.00
15			
16	<b>TOTAL REVENUES</b>		\$
17			2,318,491.20
18	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions__3__)	\$	3
		135,000.00	
21	Fringe Benefits	\$	
		40,500.00	
22	Purchased Services	\$	
		347,773.68	
23	Supplies and Materials	\$	
		6,000.00	
24	Equipment	\$	
		5,000.00	
	Furniture	\$	\$
		3,500.00	537,773.68
26			

27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions_16__)	\$ 560,000.00	16
29	Fringe Benefits	\$ 168,000.00	
30	Purchased Services	\$ 5,000.00	
31	Supplies and Materials	\$ 12,000.00	
32	Equipment	\$ 30,000.00	
	Teacher Laptops	\$ 8,000.00	
33	Textbooks	\$ 135,000.00	
	Furniture	\$ 24,000.00	
	Printing & Copying	\$ 30,000.00	
	Field Trips	\$ 5,000.00	
			\$ 977,000.00
34	(Budget Continued)		
35	Special Education:		
36	Salaries: (No. of Positions_2_)	\$ 80,000.00	2
37	Fringe Benefits	\$ 24,000.00	
38	Purchased Services	\$ 32,000.00	
39	Supplies and Materials	\$ 3,000.00	
40	Equipment	\$ 1,000.00	
41	Other (Describe)		\$ 140,000.00
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions__)		
45	Fringe Benefits		
46	Purchased Services		
47	Supplies and Materials		
48	Equipment		
49	Other (Describe)		\$0.00
50			

51	Alternative Education Program/		
	Alternative Learning Environments:		
52	Salaries: (No. of Positions____)		
53	Fringe Benefits		
54	Purchased Services		
55	Supplies and Materials		
56	Equipment		
57	Other (Describe)		\$0.00
58			
59	Guidance Services:		
60	Salaries: (No. of Positions____)		
61	Fringe Benefits		
62	Purchased Services		
63	Supplies and Materials		
64	Equipment		
65	Other (Describe)		\$0.00
66			
67	Health Services:		
68	Salaries: (No. of Positions____)		
69	Fringe Benefits		
70	Purchased Services	\$5,000	
71	Supplies and Materials	\$2,000	
72	Equipment		
73	Other (Describe)		\$7,000.00
74			
	(Budget Continued)		
75	Media Services:		
76	Salaries: (No. of Positions____)		
77	Fringe Benefits		
78	Purchased Services	\$6,000.00	
79	Supplies and Materials	\$1,000.00	
80	Equipment		
81	Other (Describe)		\$7,000.00
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions____)		
85	Fringe Benefits		
86	Purchased Services	\$12,000	

87	Supplies and Materials	\$1,000	
88	Equipment	\$1,000	
89	Other (Describe)		\$14,000.00
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions___)		
93	Fringe Benefits		
94	Purchased Services	\$7,000	
95	(include utilities)		
96	Supplies and Materials	\$9,000.00	
97	Equipment		
98	Janitorial Service	\$21,000	
99			\$37,000.00
100	Pupil Transportation:		
101	Salaries: (No. of Positions___)		
102	Fringe Benefits		
103	Purchased Services	\$30,000.00	
104	Supplies and Materials		
105	Equipment		
106	Other (Describe)		\$30,000.00
107			
108	Food Services:		
109	Salaries: (No. of Positions___)		
110	Fringe Benefits		
111	Purchased Services		
112	Supplies and Materials	\$147,600.00	
113	Equipment		
114	Other (Describe)		\$147,600.00
115			
116	Data Processing:		
117	Salaries: (No. of Positions___)		
118	Fringe Benefits		
119	Technology Mainetenance	\$16,800	
120	Supplies and Materials		

(Budget Continued)

121	Equipment		
122	Other (Describe)		\$16,800.00
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions___)	\$ 20,000.00	
126	Fringe Benefits	\$ 6,000.00	\$26,000.00
127			
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)	\$ 60,000.00	
130	Please list upgrades:		
131	Outfitting Site for School Use	\$ 200,000.00	
132	Utilities (contract for one total year including facility upgrades)	\$ 21,000.00	
133	Insurance (contract for one total year including facility upgrades):		
134	Property Insurance	\$5,000	
135	Content Insurance	\$5,000	\$291,000.00
136			
137	Debt Expenditures:		\$0.00
138	Other Expenditures:		
139	Startup Contingency Reserve (Setaside)	\$ 69,554.74	\$ 69,554.74
140			
141	<b>TOTAL EXPENDITURES</b>		<b>\$ 2,300,728.42</b>

\*NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): \$517.00 per student; between seventy and ninety percent (70-90%): \$1,033.00 per student; and ninety percent and above (90%): \$1,549.00 per student. Please note that a charter school that does not participate in the National School Lunch program is not eligible to receive NSLA funding.

**Public Charter School Application**  
**Estimated Budget Worksheet, Year Two (2014-2015)**

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		300
2	No. of Students (300_) x \$6,267.00 State Foundation Funding		\$ 1,880,100.00
3			
4	No. of Students (300__) x \$42.38 Professional Development		\$ 12,714.00
5	No. of Students (300__) x eligible rate* NSLA Funding		\$ 309,900.00
6	Total State Charter School Aid		\$ 2,202,714.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Title I Grant	\$ 120,900.00	
	Title VIB Grant	\$ 12,000.00	
11	Child Nutrition Reimbursement	\$ 178,980.00	
12	Lunch Sales	\$ 5,520.00	
13			
14	Total Other Sources of Revenues		\$317,400.00
15			
16	<b>TOTAL REVENUES</b>		<b>\$ 2,520,114.00</b>
17			
18	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions__3.5__)	\$ 157,500.00	3.5
21	Fringe Benefits	\$ 47,250.00	
22	Purchased Services	\$ 378,017.10	
23	Supplies and Materials	\$ 6,000.00	
24	Equipment	\$ 2,000.00	
	Furniture	\$ 1,000.00	\$ 591,767.10
26			

27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions_16__)	\$ 700,000.00	20
29	Fringe Benefits	\$ 210,000.00	
30	Purchased Services	\$ 5,000.00	
31	Supplies and Materials	\$ 12,000.00	
32	Equipment	\$ 5,000.00	
	Teacher Laptops	\$ 2,000.00	
33	Textbooks	\$ 90,000.00	
	Furniture	\$ 6,000.00	
	Printing & Copying	\$ 30,000.00	
	Field Trips	\$ 5,000.00	
			\$ 1,065,000.00
34	(Budget Continued)		
35	Special Education:		
36	Salaries: (No. of Positions_2_)	\$ 80,000.00	2
37	Fringe Benefits	\$ 24,000.00	
38	Purchased Services	\$ 32,000.00	
39	Supplies and Materials	\$ 3,000.00	
40	Equipment	\$ 1,000.00	
41	Other (Describe)		\$ 140,000.00
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions____)		
45	Fringe Benefits		
46	Purchased Services		
47	Supplies and Materials		
48	Equipment		
49	Other (Describe)		\$0.00
50			



51	Alternative Education Program/ Alternative Learning Environments:		
52	Salaries: (No. of Positions____)		
53	Fringe Benefits		
54	Purchased Services		
55	Supplies and Materials		
56	Equipment		
57	Other (Describe)		\$0.00
58			
59	Guidance Services:		
60	Salaries: (No. of Positions____)		
61	Fringe Benefits		
62	Purchased Services		
63	Supplies and Materials		
64	Equipment		
65	Other (Describe)		\$0.00
66			
67	Health Services:		
68	Salaries: (No. of Positions____)		
69	Fringe Benefits		
70	Purchased Services	\$5,000	
71	Supplies and Materials	\$2,000	
72	Equipment		
73	Other (Describe)		\$7,000.00
74			
	(Budget Continued)		
75	Media Services:		
76	Salaries: (No. of Positions____)		
77	Fringe Benefits		
78	Purchased Services	\$7,500.00	
79	Supplies and Materials	\$1,000.00	
80	Equipment		
81	Other (Describe)		\$8,500.00
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions____)		
85	Fringe Benefits		
86	Purchased Services	\$12,000	

87	Supplies and Materials	\$1,000	
88	Equipment	\$1,000	
89	Other (Describe)		\$14,000.00
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions____)		
93	Fringe Benefits		
94	Purchased Services	\$7,000	
95	(include utilities)		
96	Supplies and Materials	\$	
		9,000.00	
97	Equipment		
98	Janitorial Service	\$21,000	
99			\$37,000.00
100	Pupil Transportation:		
101	Salaries: (No. of Positions____)		
102	Fringe Benefits		
103	Purchased Services	\$	
		30,000.00	
104	Supplies and Materials		
105	Equipment		
106	Other (Describe)		\$30,000.00
107			
108	Food Services:		
109	Salaries: (No. of Positions____)		
110	Fringe Benefits		
111	Purchased Services		
112	Supplies and Materials	\$	
		184,500.00	
113	Equipment		
114	Other (Describe)		\$184,500.00
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11 9	Technology Mainetenance	\$16,800	
12 0	Supplies and Materials		
12 1	Equipment		
12 2	Other (Describe)		\$16,800.00
12 3			
12 4	Substitute Personnel:		
12 5	Salaries: (No. of Positions____)	\$ 20,000.00	
12 6	Fringe Benefits	\$ 6,000.00	\$26,000.00
12 7			
12 8	Facilities:		
12 9	Lease/Purchase (contract for one total year including facility upgrades)	\$ 60,000.00	
13 0	Please list upgrades:		
13 1	Outfitting Site for School Use	\$75,000	
13 2	Utilities (contract for one total year including facility upgrades)	\$ 21,000.00	
13 3	Insurance (contract for one total year including facility upgrades):		
13 4	Property Insurance	\$5,000	
13 5	Content Insurance	\$5,000	\$166,000.00
13 6			
13 7	Debt Expenditures:		\$0.00
13 8	Other Expenditures:		
13 9	Contingency Reserve	\$ 75,603.42	\$ 75,603.42
14 0			
14 1	<b>TOTAL EXPENDITURES</b>		<b>\$ 2,362,170.52</b>

\*NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): \$517.00 per student; between seventy and ninety percent (70-90%): \$1,033.00 per student; and ninety percent and above (90%): \$1,549.00 per student. Please note that a charter school that does not participate in the National School Lunch program is **not** eligible to receive NSLA funding.

### Sample Salary Criteria & Schedule

The following is a method for evaluating incoming employees and determining the correct compensation levels based upon individual qualifications. In addition to negotiating a base salary with incoming employees, EAPB will offer discretionary performance bonuses, which will be paid out twice annually (once before the winter break and once before the end of the year). EAPB will also offer as well a full range of benefits consistent with the Arkansas Teacher Retirement System (ATRS) requirements and the State of Arkansas Employee Benefits' Division related to health insurance. EAPB is requesting a waiver from Arkansas Code Ann. §§ 6-17-2401 et seq. concerning teacher compensation. This waiver is requested in order that EAPB may utilize its own salary and compensation schedule for its teaching and administrative staff, which conforms to and is an extension of our academic design and school-operating practice.

<b>Factors of Input in Determination of Compensation</b>		
Employee Status	<ul style="list-style-type: none"> <li>• Uncertified or Certified</li> </ul>	Score of 0 or 1
Previous Salary	<ul style="list-style-type: none"> <li>• Less Than or Comparable/Greater</li> </ul>	Score of 0 or 1
Work Experience	<ul style="list-style-type: none"> <li>• No Relevant Experience</li> <li>• Relevant Professional Domain Experience</li> <li>• Relevant Educational Experience in Teaching and/or Administration</li> </ul>	Score of 0, 1 or 2
School Experience	<ul style="list-style-type: none"> <li>• Experience at Exalt Academy of Pine Bluff</li> </ul>	Score of 0 or 1
Relative Responsibility & Authority of Position (determined based upon influence over education of students)	<ul style="list-style-type: none"> <li>• Associate Teacher</li> <li>• Teacher</li> <li>• Senior Teacher or Managerial Title: "Coordinator", "Manager", "Assistant Director", "Director"</li> </ul>	Score of 1, 2 or 3
Formal Education	<ul style="list-style-type: none"> <li>• Less than Bachelor's Degree</li> <li>• Bachelor's Degree</li> <li>• Master's Degree, Comparable or Higher</li> </ul>	Score of 0, 1 or 2
<b>TOTAL</b>		<b>Range of 1-11</b>

<b>Salary Range**</b>			
<b>Total Score</b>	<b>Salary Range</b>	<b>Total Score</b>	<b>Salary Range</b>
2*	25,000-26,000	7	35,000-36,000
3*	26,000-28,000	8	36,500-40,000
4	28,000-30,000	9	40,500-51,500
5	30,000-33,000	10	52,000-54,000
6	33,000-34,500	11	54,000+
* Typically, a prospective employee would not rate at 2 or 3 unless applying for a paraprofessional, receptionist or instructional aide role.			
**There are cases, such as employment of professionals who have previously retired from a public employer, where the agreed-to salary may deviate from this range.			

AN REPLY REFER TO: 9999999999  
Mar. 15, 2012 LTR 3367C SO  
45-2973628 000000 00

00032311  
BODC: TE

EXALT EDUCATION INC  
1818 N YAYLOR ST STE 353  
LITTLE ROCK AR 72207



031440

Employer Identification Number: 45-2973628  
Tax Form: 1023  
Document Locator Number: 17053-065-33704-2  
For assistance, call: 1-877-829-5500

Dear Applicant,

We received your application for exemption from Federal income tax and your user fee payment.

During the initial review process, applications for exemption are separated into three groups:

1. Those that can be processed immediately based on information submitted,
2. Those that need minor additional information to be resolved, and
3. Those that require additional development.

If your application falls in the first group or second group, you will receive your determination letter stating that you are exempt from Federal income tax or a request for information via phone, fax, or letter. If your application falls within the third group, you will be contacted when your application has been assigned to an Exempt Organizations specialist for technical review. You can expect to be contacted within approximately 90 days from the date of this notice.

IRS does not issue "tax exempt numbers" or "tax exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

General information about the application process and tax-exemption can be found by visiting our website, [www.irs.gov/eo](http://www.irs.gov/eo). If you are unable to locate the information needed, you may call our toll free number shown above Monday through Friday. When communicating with us, please refer to the employer identification number and document locator number shown above.

Sign up for Exempt Organizations' EO Update, a regular e-mail newsletter that highlights new information posted on the Charities pages of [irs.gov](http://irs.gov). To subscribe, go to [www.irs.gov/eo](http://www.irs.gov/eo) and click on "EO Newsletter."

9999999999  
Mar. 15, 2012 LTR 3367C S0  
45-2973628 000000 00  
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EXALT EDUCATION INC  
1818 N YAYLOR ST STE 353  
LITTLE ROCK AR 72207

For other general information, tax forms, and publications, visit  
[www.irs.gov](http://www.irs.gov)

Sincerely yours,



Robert Choi, Director  
EO Rulings & Agreement



Department of the Treasury  
Internal Revenue Service  
P.O. Box 2508  
Cincinnati, OH 45201

Notice Date: April 04, 2012  
Notice Number: CP 5104

Employer Identification Number: 45-2973628  
Tax Form: 1023  
Document Locator Number:  
17053-065-33704-2

For assistance, call: 1-877-829-5500



EXALT EDUCATION INC  
1818 N YAYLOR ST STE 353  
LITTLE ROCK, AR 72207

## Status Update

### Information about the Application Process

Our initial screening of your application indicated that your case should be assigned to an Exempt Organizations specialist for technical review. We assign applications to specialists in the order we receive them.

Exempt Organizations specialists are able to approve some applications without further development. If we are able to conclude that no additional information is necessary to resolve your case, you will receive a determination letter stating that you are exempt from Federal income tax. If additional information or changes are necessary, the Exempt Organizations specialist will call or write you.

If we determine that you qualify for exemption upon receipt of the additional information, you will receive a determination letter stating that you are exempt from Federal income tax. If we conclude that you do not qualify for exemption, we will send you a letter telling you why we believe you do not qualify for exemption and will include a complete explanation of your appeal rights.

IRS does not issue "tax exempt numbers" or "tax exempt certificates" indicating that you are exempt from state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

### When We Will Contact You

Unfortunately, we are experiencing delays in working applications that require further development. Please click on the "**Where Is My Exemption Application?**" link on our webpage, [www.irs.gov/eo](http://www.irs.gov/eo) for submission dates of applications currently being assigned. If you are unable to locate this information or need further assistance, please call our toll free number shown above Monday through Friday. When communicating with us, please refer to the employer identification number and document locator number shown above.

We apologize for any inconvenience this may cause you and appreciate your continuing patience.

For general information, tax forms, and publications, visit [www.irs.gov](http://www.irs.gov)

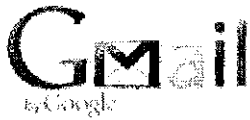
**Exalt Academy of Pine Bluff**





[illegible]

[illegible]



Freddie Scott <fscott87@gmail.com>

## Fw: Fwd: Support Freddie and Education in Pine Bluff

Phillip <kayejuroy@earthlink.net>  
 Reply-To: Phillip <kayejuroy@earthlink.net>  
 To: fscott87@gmail.com

Sun, Aug 19, 2012 at 1:23 AM

Hi Freddie,

Hope that you and your family are doing well.

This is so wonderful that you are taking the time to give back and doing so in the city that you grew up in. We Applaud you!!!!

Glenn & I wanted to let you know that we are in support of your efforts.

Unfortunately, we will not be in attendance, we will be in Albuquerque, New Mexico on that day but, we wanted to let you know that we will be thinking of you.

God Speed!!!!

Phillip & Glenn

----- Forwarded message -----

From: **Freddie Scott** <fscott87@gmail.com>

Date: Fri, Aug 17, 2012 at 8:04 AM

Subject: Support Freddie and Education in Pine Bluff

To: Alonzo Pettigrew <bpettigrew@trotterford.com>, Dorothy Ann Reynolds <dannreynolds@yahoo.com>, Elizabeth Pryor <mse41@att.net>, Geraldine Powell <gp48343@verizon.net>, Glenda Reeves <noryalc@yahoo.com>, Gloria Noel <gmfresno@aol.com>, Henry Pulling <hanknmott@yahoo.com>, Kerry Price <pricerose@cablelynx.com>, Leola Oliver <leola.oliver@sbcglobal.net>, Phyllis Newman <phyllis.newman@arkansas.gov>, Robert Nelson <bobnelson1147@sbcglobal.net>, Shirley Sanders <shirley.sanders1505@yahoo.com>, Stanley Scott <stan.scott@us.army.mil>, Thelma Ann Sanders <thelma.sanders@sbcglobal.net>, Vernize Patton <gracenk12usa@yahoo.com>, Willie Perkins <willieperkinsjr@sbcglobal.net>, Willie Roby <robyw2@aol.com>, Wilma Pickens <wilma.pickens@arkansas.gov>, Annie Marie Nelson <purplegur1527@aol.com>, Carolyn Mason-Bearden <cbearden23@hotmail.com>, Clifton Lewis <1cbone@sbcglobal.net>, Donzell Lee <dlee@alcorn.edu>, Dora Jean Terrell Lewis <dorajlewis@yahoo.com>, Dorothy King Lofton <apassion4selling@msn.com>, Earnestine McLaughlin <mclaughline@uapb.edu>, Frederick Lowe <corintha@yahoo.com>, Herman Mitchel <hermanjr99@yahoo.com>, Irma Mitchel <efn337@sbcglobal.net>, Jennifer Lee <jenniferlee1321@sbcglobal.net>, Lewis Lawson <lewlaw45@yahoo.com>, Lonnie Maddox <lomaddox338@comcast.net>, Marsha Lewis <marsha.lewis@shell.com>, RoseMary Mogan <rosemarycooks@yahoo.com>, Shirley Meigs <jimmy99999@sbcglobal.net>, Stella Moten <stellamoten@yahoo.com>, Verdell Partee Neely <VMNeely@arkbluecross.com>, Barbara Johnson <bljohnoak@gmail.com>, Carolyn Jenkins Howard <howard.carolyn@att.net>, Collier Hill <chill11@comcast.net>, George King <gaking46@yahoo.com>, Glenda & Phillip Jones <gkpjjones@gmail.com>, Gloria Mae Jones-Blaylock <glomaeb@peoplepc.com>, Hope L King-Walker <hopelabarriteau@yahoo.com>, Joe Ann Howell <joeannhowell@sbcglobal.net>, Jonesetta Lassiter <dst4jones@yahoo.com>, Lorraine Johnson <lowj43@yahoo.com>, Marion Humphrey <marionhumphreysr@gmail.com>, Myrna Ingram <mingram69@cox.net>, Roosevelt Kahn <rsvltkahn@sbcglobal.net>, Ruby Jackson <dantonrandall@wi.rr.com>, Shellie Walker Jackson

https://mail.google.com/mail/?ui=2&ik=527d8acc85&view=pt&q=ehydr64%40yahoo.com&q=qs=true&search...

Exalt Academy of Pine Bluff

<shellpo18@yahoo.com>, Shirley Arlene Jacob <shirleyajacob@gmail.com>, Wardell Kahn <wardell\_kahn@yahoo.com>, Willie Ed Jackson <willie.jackson15@us.army.mil>  
Cc: Evelyn Reed <ehyr64@yahoo.com>, Ben Lindquist <benjlindquist@aol.com>, Sylvia Wynn <sewynn89@hotmail.com>

Southeast Family,

I am working with a team to support quality education to the young kids of Pine Bluff, in particular to the ones in low-income communities. A flyer is attached to describe a planned Town Hall Meeting to be held at UAPB's HYPER Lecture Hall on Tuesday night, August 28, 2012 at 6:00 PM.

I need and would appreciate your help. Whether it is by

- attending the event,
- calling others to attend,
- email replies with a comment of support, or
- letters of support,

each will assist me as we submit our application to the Arkansas Department of Education on August 30, 2012. We need to document as many elements of support as possible and include it in our application. I am here to answer any of your questions.

Research shows that per capital Pine Bluff ranks #3 in the country in crime. Since 1990 population has been steadily declining. Despite that, our kids still need a quality education in this competitive marketplace. We are no longer competing against each other, i.e., Pine Bluff vs Merrill, Townsend Park, Coleman, etc. Neither is Pine Bluff competing against Watson Chapel, White Hall, Dollarway. The US is competing globally against India, China, and other countries.

Despite the need and challenges, I am committed to collaborate with existing school districts, businesses, Higher Ed institutions and other resources to make a difference in the lives of our children. Just trying to instill some hope. Someone did that for me years ago when I was clueless. Now I would love to do the same for any of these, our kids and grands.

The group I have aligned with is Exalt Education ("Exalt"), a non-profit public school management organization that currently operates two public charter schools serving over 750 students in grades K-7 in Portland, Oregon and Little Rock, Arkansas. Over the next 4 years, Exalt plans to expand to add at least 7 schools that will serve in excess of 4,000 students in grades K-8 at full enrollment.

Let me know what you think. Thank you in advance!!!

Freddie Scott  
Class of '70  
313.618.1431 cell

--

**"Every morning in Africa, a gazelle wakes up. It knows it must run faster than the fastest lion or it will be killed.**

**Every morning a lion wakes up, it knows it must out run the slowest gazelle or it will starve to death.**

**It doesn't matter whether you are a Lion or Gazelle: when the sun comes up, you'd better be running."**

[Your Name]  
[Street Address]  
[City, ST ZIP Code]  
August 27, 2012

*To Whom It May Concern:*

I am a long-time resident of Arkansas, and advocate of quality education. I am writing to express my full support for the effort of Exalt Education Inc., to operate a charter school in Pine Bluff.

I understand the tremendous need in our state to address the educational needs of all our children, especially those that are in low-income areas. I have a keen understanding of the successful trends in academic gains of the students that attend the Exalt Education-managed school, Little Roc Preparatory Academy where they are experiencing full enrollment and hundreds on the waiting list of the 2012-2013 school year.

I also understand and support their effort to become a true partner in the City of Pine Bluff and advocate collaboration between the key stakeholders including businesses, the Pine Bluff School District, churches, the City of Pine Bluff, etc. I urge you to move forward on the decision to authorize Exalt Education Inc. to operate the Exalt Academy of Pine Bluff for the upcoming 2013-2014 school year.

Thank you in advance.

Sincerely,



bkrjul@yahoo.com

870. 330. 6747

[Your Name]  
[Street Address]  
[City, ST ZIP Code]  
August 27, 2012

*To Whom It May Concern:*

I am a long-time resident of Arkansas, and advocate of quality education. I am writing to express my full support for the effort of Exalt Education Inc., to operate a charter school in Pine Bluff.

I understand the tremendous need in our state to address the educational needs of all our children, especially those that are in low-income areas. I have a keen understanding of the successful trends in academic gains of the students that attend the Exalt Education-managed school, Little Roc Preparatory Academy where they are experiencing full enrollment and hundreds on the waiting list of the 2012-2013 school year.

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Thank you in advance.

Sincerely,

[Your Name]

Kayto Jones  
1807 W 29th  
Pine Bluff Ark 71603

August 28, 2012

To Whom It May Concern:

I am an advocate of quality education. I am writing to express my full support for the effort of Exalt Education Inc., to operate an open-enrollment public charter school in Pine Bluff.

I also understand and support their effort to become a true partner in the City of Pine Bluff and advocate collaboration between the key stakeholders including businesses, the Pine Bluff School District, churches, the City of Pine Bluff, etc.

I urge you to move forward on the decision to authorize Exalt Education Inc., to operate the Exalt Academy of Pine Bluff for the upcoming 2013-2014 school year.

Thank you in advance.

Sincerely,

4th Ward Alderman  
Steven Mays - 870-718-5869



August 28, 2012

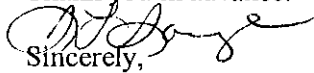
*To Whom It May Concern:*

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Thank you in advance.

  
Sincerely,

August 28, 2012

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Thank you in advance.

Sincerely,

*Della M. Horace*  
*(870) 534-4968*

*dellahorace@ymail.com*

August 28, 2012

*To Whom It May Concern:*

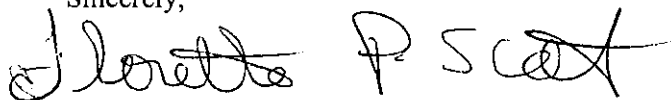
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Thank you in advance.

Sincerely,

The block contains two handwritten signatures. The first signature is 'Doretta' in a cursive script. The second signature is 'P. Scott' in a more stylized, blocky cursive script.

August 28, 2012

*To Whom It May Concern:*

I am a long-time resident of Arkansas, and advocate of quality education. I am writing to express my full support for the effort of Exalt Education Inc., to operate a charter school in Pine Bluff.

I understand the tremendous need in our state to address the educational needs of all our children, especially those that are in low-income areas. I have a keen understanding of the successful trends in academic gains of the students that attend the Exalt Education-managed school, Little Roc Preparatory Academy where they are experiencing full enrollment and hundreds on the waiting list of the 2012-2013 school year.

I also understand and support their effort to become a true partner in the City of Pine Bluff and advocate collaboration between the key stakeholders including businesses, the Pine Bluff School District, churches, the City of Pine Bluff, etc. I urge you to move forward on the decision to authorize Exalt Education Inc. to operate the Exalt Academy of Pine Bluff for the upcoming 2013-2014 school year.

Thank you in advance.

Sincerely,

*Janice M. Butler-McDewman*

August 28, 2012

*To Whom It May Concern:*

I am a long-time resident of Arkansas, and advocate of quality education. I am writing to express my full support for the effort of Exalt Education Inc., to operate a charter school in Pine Bluff.

I understand the tremendous need in our state to address the educational needs of all our children, especially those that are in low-income areas. I have a keen understanding of the successful trends in academic gains of the students that attend the Exalt Education-managed school, Little Roc Preparatory Academy where they are experiencing full enrollment and hundreds on the waiting list of the 2012-2013 school year.

I also understand and support their effort to become a true partner in the City of Pine Bluff and advocate collaboration between the key stakeholders including businesses, the Pine Bluff School District, churches, the City of Pine Bluff, etc. I urge you to move forward on the decision to authorize Exalt Education Inc. to operate the Exalt Academy of Pine Bluff for the upcoming 2013-2014 school year.

Thank you in advance.

Sincerely,

A handwritten signature in cursive script that reads "Carla Evans". The signature is written in black ink and includes a long, horizontal flourish at the end.

August 28, 2012

*To Whom It May Concern:*

I am a long-time resident of Arkansas, and advocate of quality education. I am writing to express my full support for the effort of Exalt Education Inc., to operate a charter school in Pine Bluff.

I understand the tremendous need in our state to address the educational needs of all our children, especially those that are in low-income areas. I have a keen understanding of the successful trends in academic gains of the students that attend the Exalt Education-managed school, Little Roc Preparatory Academy where they are experiencing full enrollment and hundreds on the waiting list of the 2012-2013 school year.

I also understand and support their effort to become a true partner in the City of Pine Bluff and advocate collaboration between the key stakeholders including businesses, the Pine Bluff School District, churches, the City of Pine Bluff, etc. I urge you to move forward on the decision to authorize Exalt Education Inc. to operate the Exalt Academy of Pine Bluff for the upcoming 2013-2014 school year.

Thank you in advance.

Sincerely,

A handwritten signature in cursive script, appearing to read "Ophelia Love". The signature is written in dark ink and is positioned below the word "Sincerely,".

August 28, 2012

*To Whom It May Concern:*

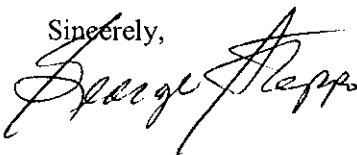
I am a long-time resident of Arkansas, and advocate of quality education. I am writing to express my full support for the effort of Exalt Education Inc., to operate a charter school in Pine Bluff.

I understand the tremendous need in our state to address the educational needs of all our children, especially those that are in low-income areas. I have a keen understanding of the successful trends in academic gains of the students that attend the Exalt Education-managed school, Little Roc Preparatory Academy where they are experiencing full enrollment and hundreds on the waiting list of the 2012-2013 school year.

I also understand and support their effort to become a true partner in the City of Pine Bluff and advocate collaboration between the key stakeholders including businesses, the Pine Bluff School District, churches, the City of Pine Bluff, etc. I urge you to move forward on the decision to authorize Exalt Education Inc. to operate the Exalt Academy of Pine Bluff for the upcoming 2013-2014 school year.

Thank you in advance.

Sincerely,

A handwritten signature in black ink, appearing to read "George Stepp". The signature is fluid and cursive, with a large, stylized initial "G".



August 28, 2012

To Whom It May Concern:

I am an advocate of quality education. I am writing to express my full support for the effort of Exalt Education Inc., to operate an open-enrollment public charter school in Pine Bluff.

I also understand and support their effort to become a true partner in the City of Pine Bluff and advocate collaboration between the key stakeholders including businesses, the Pine Bluff School District, churches, the City of Pine Bluff, etc.

I urge you to move forward on the decision to authorize Exalt Education Inc., to operate the Exalt Academy of Pine Bluff for the upcoming 2013-2014 school year.

Thank you in advance.

Sincerely,

A handwritten signature in cursive script that reads "Lonella B. King". The signature is written in black ink and is positioned below the word "Sincerely,".

August 28, 2012

To Whom It May Concern:

I am an advocate of quality education. I am writing to express my full support for the effort of Exalt Education Inc., to operate an open-enrollment public charter school in Pine Bluff.

I also understand and support their effort to become a true partner in the City of Pine Bluff and advocate collaboration between the key stakeholders including businesses, the Pine Bluff School District, churches, the City of Pine Bluff, etc.

I urge you to move forward on the decision to authorize Exalt Education Inc., to operate the Exalt Academy of Pine Bluff for the upcoming 2013-2014 school year.

Thank you in advance.

Sincerely,

A handwritten signature in black ink, appearing to read "James Lee", written in a cursive style.

August 28, 2012

To Whom It May Concern:

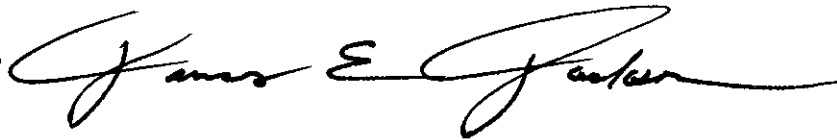
I am an advocate of quality education. I am writing to express my full support for the effort of Exalt Education Inc., to operate an open-enrollment public charter school in Pine Bluff.

I also understand and support their effort to become a true partner in the City of Pine Bluff and advocate collaboration between the key stakeholders including businesses, the Pine Bluff School District, churches, the City of Pine Bluff, etc.

I urge you to move forward on the decision to authorize Exalt Education Inc., to operate the Exalt Academy of Pine Bluff for the upcoming 2013-2014 school year.

Thank you in advance.

Sincerely,

A handwritten signature in black ink, appearing to read "James E. Jackson". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

August 28, 2012

To Whom It May Concern:

I am an advocate of quality education. I am writing to express my full support for the effort of Exalt Education Inc., to operate an open-enrollment public charter school in Pine Bluff.

I also understand and support their effort to become a true partner in the City of Pine Bluff and advocate collaboration between the key stakeholders including businesses, the Pine Bluff School District, churches, the City of Pine Bluff, etc.

I urge you to move forward on the decision to authorize Exalt Education Inc., to operate the Exalt Academy of Pine Bluff for the upcoming 2013-2014 school year.

Thank you in advance.

Sincerely,

Brenda Stewart  
870 550 6569  
brendastewart85@yahoo.com

August 28, 2012

To Whom It May Concern:

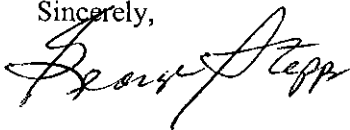
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I also understand and support their effort to become a true partner in the City of Pine Bluff and advocate collaboration between the key stakeholders including businesses, the Pine Bluff School District, churches, the City of Pine Bluff, etc.

I urge you to move forward on the decision to authorize Exalt Education Inc., to operate the Exalt Academy of Pine Bluff for the upcoming 2013-2014 school year.

Thank you in advance.

Sincerely,

A handwritten signature in cursive script, appearing to read "George Stepp".

*August 28, 2012*

*To Whom It May Concern:*

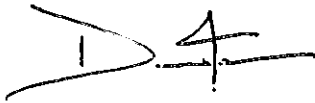
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I also understand and support their effort to become a true partner in the City of Pine Bluff and advocate collaboration between the key stakeholders including businesses, the Pine Bluff School District, churches, the City of Pine Bluff, etc.

I urge you to move forward on the decision to authorize Exalt Education Inc., to operate the Exalt Academy of Pine Bluff for the upcoming 2013-2014 school year.

Thank you in advance.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Brown, Jr.', with a stylized flourish at the end.

[Your Name]

Darrell Brown, Jr.



*August 28, 2012*

*To Whom It May Concern:*

I am an advocate of quality education. I am writing to express my full support for the effort of Exalt Education Inc., to operate an open-enrollment public charter school in Pine Bluff.

I also understand and support their effort to become a true partner in the City of Pine Bluff and advocate collaboration between the key stakeholders including businesses, the Pine Bluff School District, churches, the City of Pine Bluff, etc.

I urge you to move forward on the decision to authorize Exalt Education Inc., to operate the Exalt Academy of Pine Bluff for the upcoming 2013-2014 school year.

Thank you in advance.

Sincerely,

*Sharon Blackwood*

## **OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES**

The signature of the President of the Board of Directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The proposed open-enrollment public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The proposed open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not waived by the approved charter.
5. An open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

6. The proposed open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.

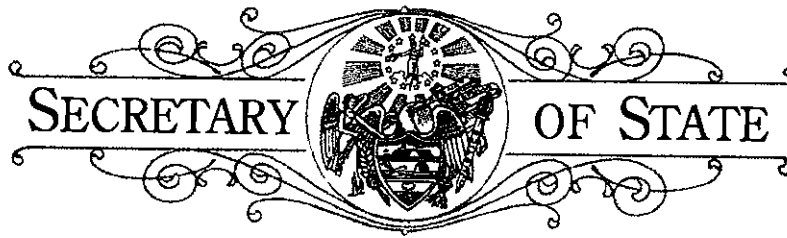
7. The proposed open-enrollment public charter school shall not be religious in its operations or programmatic offerings.
8. The proposed open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
11. The proposed open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
12. The charter applicant should know that certain provisions of state law shall not be waived. The proposed open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
  - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 *et seq.* as determined by the Commissioner of the Department of Education;
  - (b) Conducting criminal background checks for employees;
  - (c) High school graduation requirements as established by the State Board of Education;
  - (d) Special education programs as provided by this title;
  - (e) Public school accountability under this title;
  - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
  - (g) Health and safety codes as established by the State Board of Education and local governmental entities.

13. The facilities of the proposed public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
14. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant should know that any fees associated with the closing of the school including but not limited to removal of furniture, equipment, general expenses, etc, are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the Open Enrollment Public Charter School or upon nonrenewal or revocation of the charter, all net assets of the Open Enrollment Public Charter School, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the Open Enrollment Public Charter School. If the Open Enrollment Public Charter School used state or federal funds to purchase or finance personal property, real property or fixtures for use by the Open Enrollment Public Charter School, the State Board of Education may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

Dennis Schwitters by Bonnie Johnson Date: 8-30-12  
Signature of  
President of the Sponsoring Entity Board of Directors

Dennis Schwitters by Bonnie Johnson  
Print or type name

# STATE OF ARKANSAS



**Mark Martin**  
SECRETARY OF STATE

To All to Whom These Presents Shall Come, Greetings:

I, Mark Martin, Secretary of State of Arkansas, do hereby certify that the following and hereto attached instrument of writing is a true and perfect copy of

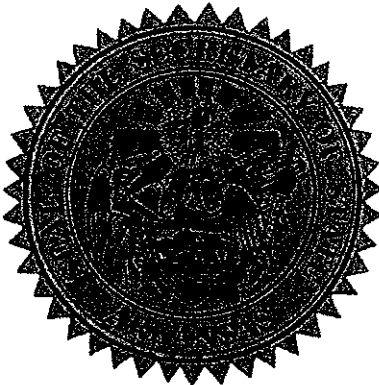
## Articles of Incorporation

of

## EXALT EDUCATION, INC.

filed in this office March 24, 2011 in compliance with the provisions of the law and are hereby declared a body politic and corporate, by the name and style aforesaid, with all the powers, privileges and immunities granted in the law thereunto appertaining.

In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 24th day of March 2011.



*Mark Martin*

Secretary of State

=====

SCIPIO A JONES STATION  
LITTLE ROCK, Arkansas  
722069998  
0451330016-0099  
08/31/2012 (800)275-8777 04:47:33 PM  
=====

===== Sales Receipt =====

Product	Sale Unit	Final
Description	Qty Price	Price

WHITE HALL AR 71602		\$5.30
Zone-1 Priority Mail		
1 lb. 3.70 oz.		
Expected Delivery: Sat 09/01/12		
Certified		\$2.95
Label #:	70120470000164116486	

=====

Issue PVI: \$8.25

PINE BLUFF AR 71601		\$5.30
Zone-1 Priority Mail		
1 lb. 3.70 oz.		
Expected Delivery: Sat 09/01/12		
Certified		\$2.95
Label #:	70120470000164116509	

=====

Issue PVI: \$8.25

PINE BLUFF AR 71603		\$5.30
Zone-1 Priority Mail		
1 lb. 3.70 oz.		
Expected Delivery: Sat 09/01/12		
Certified		\$2.95
Label #:	70120470000164116516	

=====

Issue PVI: \$8.25

WHITE HALL AR 71602		\$5.30
Zone-1 Priority Mail		
1 lb. 3.70 oz.		
Expected Delivery: Sat 09/01/12		
Certified		\$2.95
Label #:	70120470000164116493	

=====

Issue PVI: \$8.25

=====

Total: \$33.00

Paid by:  
VISA \$33.00  
Account #: XXXXXXXXXXXX8672  
Approval #: 019946  
Transaction #: 470  
23902840032



7012 0470 0001 6411 6509

**U.S. Postal Service™**  
**CERTIFIED MAIL™ RECEIPT**  
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

PINE BLUFF AR 71601

Postage	\$ 5.30	0016	Postmark Here
Certified Fee	\$2.95	02	
Return Receipt Fee (Endorsement Required)	\$0.00		
Restricted Delivery Fee (Endorsement Required)	\$0.00		
Total Postage & Fees	\$ 8.25	08/31/2012	

Sent To: Dr. L. Watson, Pine Bluff School Dist.  
 Street, Apt. No., or PO Box No. 512 South Pine St.  
 City, State, ZIP+4 Pine Bluff, AR 71601

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0001 6411 6486

**U.S. Postal Service™**  
**CERTIFIED MAIL™ RECEIPT**  
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For delivery information visit our website at [www.usps.com](http://www.usps.com)

WHITE HALL AR 71602

Postage	\$ 5.30	0016	Postmark Here
Certified Fee	\$2.95	02	
Return Receipt Fee (Endorsement Required)	\$0.00		
Restricted Delivery Fee (Endorsement Required)	\$0.00		
Total Postage & Fees	\$ 8.25	08/31/2012	

Sent To: Frank Anthony, Dollarway School Dist  
 Street, Apt. No., or PO Box No. 4900 Dollarway Rd  
 City, State, ZIP+4 Pine Bluff, AR 71602

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0001 6411 6493

**U.S. Postal Service™**  
**CERTIFIED MAIL™ RECEIPT**  
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

WHITE HALL AR 71602

Postage	\$ 5.30	0016	Postmark Here
Certified Fee	\$2.95	02	
Return Receipt Fee (Endorsement Required)	\$0.00		
Restricted Delivery Fee (Endorsement Required)	\$0.00		
Total Postage & Fees	\$ 8.25	08/31/2012	

Sent To: Dr. Larry Smith, White Hall School District  
 Street, Apt. No., or PO Box No. 1020 W. Holland Ave.  
 City, State, ZIP+4 White Hall, AR 71602

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0001 6411 6516

**U.S. Postal Service™**  
**CERTIFIED MAIL™ RECEIPT**  
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

PINE BLUFF AR 71603

Postage	\$ 5.30	0016	Postmark Here
Certified Fee	\$2.95	02	
Return Receipt Fee (Endorsement Required)	\$0.00		
Restricted Delivery Fee (Endorsement Required)	\$0.00		
Total Postage & Fees	\$ 8.25	08/31/2012	

Sent To: Danny Hazelwood, Watson Chapel School District  
 Street, Apt. No., or PO Box No. 4100 Camden Rd  
 City, State, ZIP+4 Pine Bluff, AR 71603

PS Form 3800, August 2006 See Reverse for Instructions



August 31, 2012

Frank Anthony, Superintendent  
Dollarway School District  
4900 Dollarway Rd.  
Pine Bluff, AR 71602

Dear Mr. Anthony,

This letter is to inform you that Exalt Education is forwarding you a copy of the 2012 Charter School Application for Exalt Academy of Pine Bluff to your attention.

Sincerely,

A handwritten signature in black ink, appearing to read "B. Lindquist", written over the printed name.

Benjamin Lindquist  
Founder & CEO  
benjlindquist@aol.com

1818 North Taylor Street #353 > Little Rock, AR 72207-4637 > P 501.683.0085 > F 501.683.2948

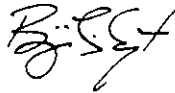
August 31, 2012

Dr. L. Watson, Superintendent  
Pine Bluff School District  
512 South Pine St.  
Pine Bluff, AR 71601

Dear Dr. Watson,

This letter is to inform you that Exalt Education is forwarding you a copy of the 2012 Charter School Application for Exalt Academy of Pine Bluff to your attention.

Sincerely,



Benjamin Lindquist  
Founder & CEO  
benjlindquist@aol.com



1818 North Taylor Street #353 > Little Rock, AR 72207-4637 > p 501.683.0085 > f 501.683.2948

August 31, 2012

Danny Hazelwood, Superintendent  
Watson Chapel School District  
4100 Camden Rd.  
Pine Bluff, AR 71603

Dear Mr. Hazelwood,

This letter is to inform you that Exalt Education is forwarding you a copy of the 2012 Charter School Application for Exalt Academy of Pine Bluff to your attention.

Sincerely,

A handwritten signature in black ink, appearing to read "Ben Lindquist".

Benjamin Lindquist  
Founder & CEO  
benjlindquist@aol.com

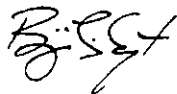
August 31, 2012

Dr. Larry Smith, Superintendent  
White Hall School District  
1020 W. Holland Avenue  
White Hall, AR 71602

Dear Dr. Smith,

This letter is to inform you that Exalt Education is forwarding you a copy of the 2012 Charter School Application for Exalt Academy of Pine Bluff to your attention.

Sincerely,



Benjamin Lindquist  
Founder & CEO  
benjlindquist@aol.com